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ABSTRACT

This manual, which is intended for use in high school classrooms throughout Florida, contains home economics learning activities featuring three different levels of integration of vocational and academic education. At level 1, activities teaching child development and homemaking skills are provided. These activities are structured to be taught within the confines of single classrooms by teachers integrating strategies reinforcing personal and occupational relevance and the basics of reading, writing, arithmetic, speaking, and listening into the curriculum. The level 2 child development and homemaking skills activities provided are to be taught by pairs of vocational and academic teachers who jointly plan and deliver instruction in a manner emphasizing the connectedness of academic and vocational education. The level 3 activities, which also deal with child development and homemaking skills, build on projects and themes to integrate and apply learning from multiple disciplines or subject areas. Each activity is presented on an activity sheet containing some or all of the following: theme/concept/topic; intended course; intended grade(s); objective(s); career/life connection; suggested instructional activities; method(s) of evaluation; required materials/resources; and name of the activity's developer(s). Also included are selected materials from a home economics curriculum integration workshop. (MN)

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ED 377 380

# HOME ECONOMICS CURRICULUM INTEGRATION PROJECT

Produced by

**District School Board of Pasco County**
**June 1994**

EDUCATION

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# CURRICULUM INTEGRATION:

## Easy as 1, 2, 3

# CURRICULUM INTEGRATION--EASY AS 1, 2, 3

## INTRODUCTION

The Executive Summary of the SCANS report (1991) stresses two primary conclusions: 1) good jobs will increasingly depend on people who can put knowledge to work; and 2) more than half our young people leave school without the knowledge or foundation to find and hold a good job.

**Curriculum Integration--Easy as 1, 2, 3:**

- **Level 1** begins within the four walls of **single** classrooms where teachers are willing to stretch their thinking to integrate strategies which reinforce personal and occupational relevance as well as the basics of reading, writing, arithmetic, speaking and listening into every nook and cranny of the curriculum.

- On **Level 2, pairs** of teachers "jointly plan and deliver instruction, reinforce one another's content, and sequence and link their instruction to emphasize the connectedness" (Integrating Academic and Vocational Education Implementation Guide, p. 30) of the two disciplines. This collaboration adds meaning to school subjects as students learn through these natural connections.

- **Level 3** builds on projects and themes as "vehicles to integrate and apply learning from **many** disciplines or subject areas" (Implementation Guide, p. 31).

On each of these three levels, our goal is to engage students in active, purposeful learning with teachers serving as facilitators to "provide appropriate, structured activities that get learners totally involved in applying, using and thus 'owning' what was presented" (Implementation Guide, p. 29). Learning is a natural, integrated process and we rely on this interrelatedness of learning in our work and everyday lives; school, on the other hand, often seems disconnected, both from subject area to subject area as well as from the curriculum content to the world in which we live. Many students are able to recite facts but do not have a clue how to use the information to solve real problems, complete projects, reason, make decisions, and seek answers to questions for which an answer does not yet exist.

The integration of academic and vocational education provides a natural opportunity for teachers to help students begin to "connect the dots" (Betty Jones, Applied Curriculum Education Specialist). In such settings, students integrate thinking with doing, just as we mesh what we know and do to solve everyday real world problems. "When integrated, academic education becomes more life relevant and career focused and more hands-on and vocational education becomes more academically rigorous and less narrowly focused on preparing students for specific jobs" (Implementation Guide, p. 5).

Recently, a Home Economics, English, Social Studies, Mathematics and Science teacher from each of the seven Pasco County high schools spent a day working together to brainstorm, write, and share activities integrating the life skills taught in Child Development and Practical Homemaking Skills with the four academic curricula. The next several pages include the day's agenda and background information which was presented by the Secondary Learning Specialist at this initial workshop on February 14, 1994. In addition to establishing connections between and among the respective courses, every attempt was made to infuse the Basic Skills and Competencies from the SCANS report into the activities which were written.

The teams then returned to their schools and spent another day with a substitute provided or time outside of the school day with a stipend to continue developing integrated classroom activities and interdisciplinary units. An after school meeting was arranged at each high school for the team to meet with the Supervisor of Vocational Education and Secondary Learning Specialist to hear about the team's work and collect the material to be compiled into this resource manual.

A large group follow-up meeting took place in May 1994 to evaluate and refine the process. Enthusiasm was high as groups shared their experiences of bonding between academic and vocational teachers, having time to plan, finding new connections and--in several cases--taking the writing project to the action stage and actually implementing some of the activities. Many participants expressed a desire to continue the project next year with more time to plan and implement.

A video tape was also produced and shown during the August 2, 1994, presentation at the Florida Vocational Association Conference in Orlando, Florida. A large part of the script centered around participant testimonials filmed following the initial workshop.

It is our hope that this notebook will serve as a resource for use in classrooms around the state and more importantly, as a catalyst to cause teachers to make their own meaningful connections. These connections can in turn help students establish those critical life connections between learning in and outside of the classroom and take educators and their students to places never before imagined.

- Special thanks to:

  Dr. Dorothy Bouie, Home Economics Supervisor, Department of Education, for making Carl Perkins funds available for district projects such as this;

  Gail Barnes, Supervisor of Vocational Education, Pasco County Schools, for her support and assistance throughout the project;

  Gerald Teske, District Media Specialist--Production Services, for his time and expertise in producing the video tape;

  Deborah Smith, District Instructional Graphics Specialist, for her time and talent in designing the graphics for the manual.

- Hats off to the teams of teachers from the seven Pasco County high schools for their diligent efforts, hard work, and enthusiasm throughout this curriculum integration project.

Cheryl M. Conn
Secondary Learning Specialist
Pasco County Schools, Florida

### Special Note

Home Economics is facing a tremendous restructuring--both in name and philosophy. At the time of this writing during the 1993-94 school year, many changes have been proposed. At the national level, **Home Economics** will soon be called **Family and Consumer Sciences**. Within the state, all Home Economics/Family and Consumer Science courses are being reorganized both in name and in content. The **Practical Homemaking Skills** course will be changed to **Family, Home and Consumer Technology** by the 1996-97 school year. Student Performance Standards for all courses are being revised, therefore the numbers cited in the manual will not be the same in 1996-97.

Material quoted from Integrating Academic and Vocational Education Implementation Guide, Florida Department of Education, Division of Vocational, Adult and Community Education, 1992.

# HOME ECONOMICS CURRICULUM INTEGRATION WORKSHOP AGENDA

FEBRUARY 14, 1994
BOARD ROOMS A & B
DISTRICT OFFICE

| | |
|---|---|
| 8:00 | OMELET BREAKFAST SPONSORED BY FLORIDA POULTRY FEDERATION |
| 8:30 | WELCOME AND GOALS |
| 8:45 | INDIVIDUAL TEACHER INTEGRATION |
| 9:30 | VOCATIONAL/ACADEMIC TEACHER COLLABORATION |
| 10:15 | BREAK |
| 10:30 | WHEEL AND SPOKE MODEL;<br>INTERDISCIPLINARY THEMES AND PROJECTS |
| 11:30 | LUNCH |
| 12:15 | LET THE CARDS DECIDE |
| 1:00 | INTERDISCIPLINARY THEMES AND PROJECTS |
| 2:00 | FUTURE PROJECT PLANS AND WRAP UP |

# WHAT WORK REQUIRES OF SCHOOLS

★ ★ ★ ★ ★

## A SCANS REPORT FOR AMERICA 2000

THE SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS
U.S. DEPARTMENT OF LABOR
JUNE 1991

# Conclusion One:

**********************

**All American**
**high school students**
**must develop**
**a new set of**
**competencies**
**and foundation skills**
**if they are to enjoy**
**a productive, full,**
**and satisfying life.**

**********************

# Conclusion Two:

* * *

The qualities of high performance
that today characterize
our most competitive companies
must become the standard
for the vast majority
of our companies,
large and small,
local and global.

* * *

# Conclusion Three:

**********************

The nation's schools must be transformed into high performing companies in their own right.

**********************

# WORKPLACE KNOW-HOW

*Competencies: effective workers can productively use:*

***Resources**

*** Interpersonal Skills**

*** Information**

*** Systems**

*** Technology**

# WORKPLACE KNOW-HOW

*The Foundation - competence requires:*

***Basic Skills**

*** Thinking Skills**

*** Personal Qualities**

# WHY INTEGRATED LEARNING

A. The "real world" is integrated.
Though learning is a natural, integrated process, educators in order to organize school time have often defined "getting an education" as having separated and unrelated experiences in different disciplines. Despite this arrangement, one relies on the interrelatedness of learning in one's work and everyday life. Individuals do not purchase a car, cast a vote, or listen to a symphony performance with the knowledge and skill of a single discipline. In the real world, we mesh what we know and do.

B. Students do best when learning is connected.
Recent research in the areas of effective teaching, reading in the content areas, and writing across the curriculum suggests that students learn and remember best those things that are reinforced and integrated in more than one curricular area. Students respond to the support of one subject area for another. School subjects are also more meaningful to students if they are shown to have contact outside their own spheres (Sigurdson, 1981).

C. Students become the focus of learning, not the teacher.
Students first get hooked by a topic or focus that has a sense of wholeness. Because of the process-orientation of the approach, students are actively involved as decision-makers and problem-solvers. They have choices and can work with their peers. Through there is recognition of involvement at different ability and interest levels, a sense of group effort is still fostered (Johnson and others, 1988). Integrated units or programs create an air of enthusiasm among teachers, students, and the community. Students often consider such study "not like school" and "a real break from textbooks."

D. Integrated programs are useful in tackling other areas of concern.
Individual teachers or the entire professional staff have other goals that can be addressed successfully through an integrated curriculum approach (Sigurdson, 1981). Some examples of additional reasons to integrate include: broaden teachers' knowledge and understanding of all disciplines and goals at a particular grade level, link a successful program with a less successful one, draw on the strength of master teachers to assist less capable teachers, improve group achievement test scores in a particular area, increase community involvement, improve school spirit and a sense of belonging.

Pasco County School Board. Department of Staff Development. Interdisciplinary Units. Land O'Lakes, Florida: Print Center. 1992. With permission from National Resource Center for Middle Grades Education

# STEPS IN DEVELOPING INTEGRATED UNITS OF STUDY

1) Select an Organizing Center
   - * not too general, not too narrow
   - * theme, subject area, event, issue, problem, concept

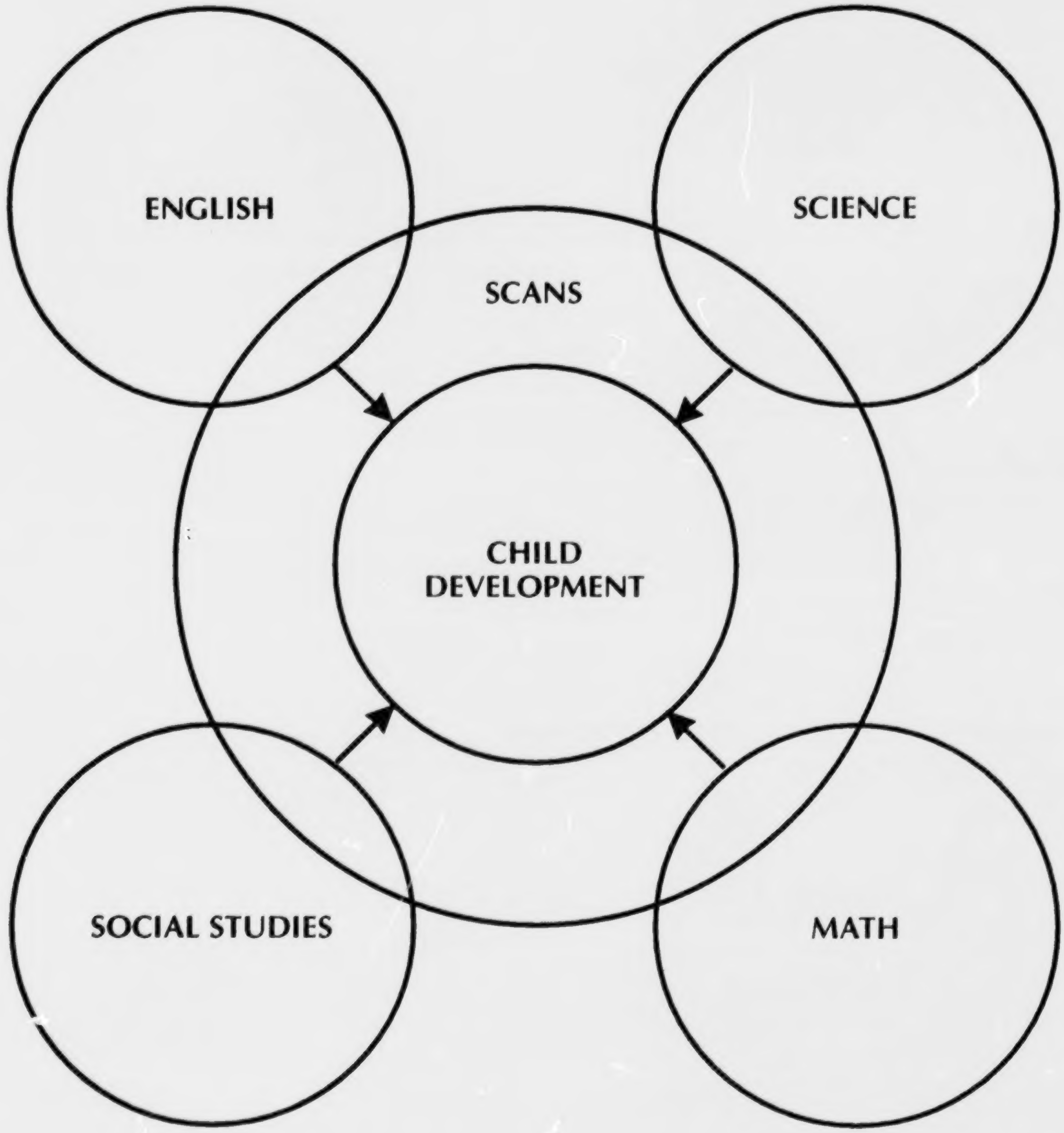
2) Brainstorm Associations
   - * teachers and/or students view the theme from different perspectives

3) Establish Guiding Questions to Serve as a Scope and Sequence to Investigate the Organizing Center
   - * cross disciplinary

4) Write Activities for Implementation
   - * strive for variety
   - * write what students will be doing

Jacobs, Heidi Hayes. "The Interdisciplinary Concept Model: A Step-by-Step Approach for Developing Integrated Units of Study." Interdisciplinary Curriculum: Design and Implementation. Ed. Heidi Hayes Jacobs. Alexandria, Virginia: Association for Supervision and Curriculum Development, 1989. 53-65.

# Level 1
# Child Development


ENGLISH
SCIENCE
SCANS
CHILD DEVELOPMENT
SOCIAL STUDIES
MATH

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Developing Appreciation for Reading

**COURSE(S):**
Child Development

**GRADE(S):**
9 - 12

**OBJECTIVE(S):**
5.0 Interpret the child's developmental level with appropriate expectations and activities

**CAREER/LIFE CONNECTION:**

Understand the responsibility of parents and persons working with children to stimulate the intellectual development of a child through reading

Reinforce SCANS Basic Skills (reading, listening, speaking); Thinking Skills (knowing how to learn); Competencies (resources, interpersonal, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher cuts article, "Develop Your Child's Talents Through Reading," into strips.
2. In cooperative groups, students read the strips and arrange them sequentially.
3. Teacher and students discuss the article.
4. Students go to public library to get library card and check out a children's book to bring to class.
5. Guest speaker from the public library tells a story or does a puppet show for the class.
6. Students develop a bulletin board to show the importance of reading and methods used to encourage reading.

**METHOD(S) OF EVALUATION:**
Bulletin board

**MATERIALS/RESOURCES:**

"Read to Discover Their Strengths" (used with permission from Chrysler for education groups)

Textbook: See How They Grow (McCleon Hunter Learning Resources, 1980; chapter 13, "Physical Development of the Preschooler," pages 206 and 216)

Children's story books

**Activity Developed by:** **Name(s)**
Jackie Gentry

**School**
PCHS

Webster the Bookworm™

# Read to Discover℠

ASCD
Association for Supervision
and Curriculum Development

American
Federation of
Teachers

## Develop Your Child's Talents Through Reading

**ooks can help your child discover and develop special strengths—and you can lead the way. These 10 classroom-tested ideas, offered by seasoned educators from around the country, will show you how.**

The trick, these experts say, lies partly in knowing which books to share with your child. The rest comes from knowing just how to share the books you pick. Here are their tips:

1. **Be a Matchmaker.** "Trust your instincts and choose books that build on your child's interests and talents," says Beverly Hoeltke, a teacher of kindergarten through second grade at the Key School in Indianapolis, Indiana. A young child who likes to sing, for example, should love a book like Raffi's *Baby Beluga* (Crown, 1990). Kids who like to express themselves physically will enjoy books they can act out, such as Jean Marzollo's *Pretend You're a Cat* (Dial Books for Young Readers, 1990). "Remember that interests change and new talents emerge as a child grows," Hoeltke adds. "So stay open to an ever-changing menu of literary offerings."

2. **Make Your Child the Expert.** How do you avoid investing too heavily in a passion that turns out to be short-lived? Third- and fourth-grade teacher Cherylann Parker, who teaches at the Fuller School in Gloucester, Massachusetts, has a solution: Insist that your child read deeply about that interest before you spend a dime. "Suppose your child wants to set up an aquarium or take up the tuba," says Parker. "Before hitting a pet shop or music store, borrow books that will make your child an 'expert' on tubas or tropical fish. Then, help your child decide whether this is an interest worth pursuing big-time."

3. **Write to Discover.** Let key interests bubble up out of writing together. "If you go on a trip

*Continued on page A10*

◀ Tear out and save!

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Dr. Howard Gardner is a man with a mission. The author of *Multiple Intelligences* (BasicBooks, 1993), he wants teachers and parents to help children grow beyond the three R's. His research at Harvard University suggests that humans have many different kinds of intelligence, and that standard IQ tests measure only two of them. "A very important kind of intelligence is understanding other people," he says. "There's no way you can gauge that with a paper and pencil test."

How can parents help kids develop powers not measured at school? "By exposing them to materials that nourish the range of individual strengths, from musical intelligence to the ability to understand oneself," he says. "This way, children can find areas where they have interests, can learn and eventually can accomplish something."

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## SURVEY SUGGESTS

## A LETTER TO PARENTS

Dear Parent:

At Chrysler Corporation, we know our success depends on the decision-making skills of all our people.

In the future, your child's success will no doubt depend on the ability to solve on-the-job problems.

We know sound decisions come from informed people — from readers. That makes the printed word more important than ever.

How can we help today's children become world-class decision-makers? Clearly the place to start is at home.

With our partners, the American Federation of Teachers and the Association for Supervision and Curriculum Development, we have filled the next few pages with ideas on ways families can create lifelong learners.

We hope you use the ideas to help your child develop vital reading, thinking and problem-solving skills.

Robert J. Eaton
Chairman
Chief Executive Officer
Chrysler Corporation

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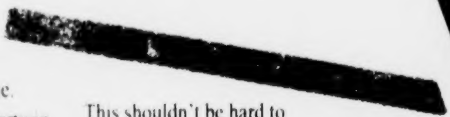


**Question:** What happens when children pass their eighth or ninth birthdays and their parents stop reading aloud to them?
**Answer:** The children's interest in reading wanes, and so does their enjoyment of it.

This unsettling finding comes from the second *AFT-Chrysler Report on Kids, Parents and Reading*, which is based on a nationwide survey of young people aged nine to 17. To determine interest in reading, youngsters were asked which of five activities would be hardest to give up for a week. Nine- to 11-year-olds put playing sports first, reading second. Fifteen- to 17-year-olds, on the other hand, put reading dead last. Their preferences: playing sports, talking on the phone, listening to music and playing video games.

Reading differs from these diversions in that it's usually done alone. "For both sexes," says Dr. Frederick Hartwig of Peter D. Hart Research Associates, which conducted the survey, "socially interactive activities top the list." For older students, these activities dominate the list.

Like interest in reading, the enjoyment of reading tends to taper off as children get older. Nearly three-quarters (71 percent) of the youngest children said they enjoyed reading. But less than half (44 percent) of the oldest children shared that enthusiasm for the printed word.

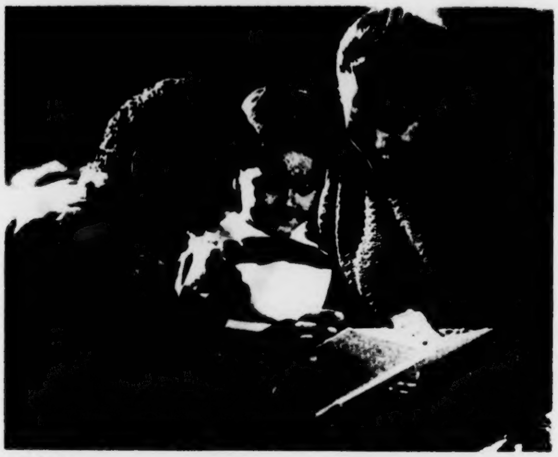
Fortunately, the survey produced a lot of encouraging news, including guidance on how to get young people involved in reading. For one thing, most of the young people in the survey read mainly for pleasure. "So one key to increasing young people's reading," Dr. Hartwig concludes, "is to put them in touch with reading materials that promise an enjoyable experience."

This shouldn't be hard to do. The survey found that young people are drawn to a wide range of book topics. "Girls," Dr. Hartwig says, "are especially interested in stories about people their age. Boys are especially interested in stories about sports and athletes, and in history and the people from the past."

Most young people also expressed interest in magazines on sports, music and entertainment. And even children who rarely read on their own revealed a liking for mysteries and detective stories. "Books and magazines with the right focus," Dr. Hartwig points out, "can be used to entice infrequent readers to continue developing their skill with the written word."

Where reading is concerned, no one can be more enticing than parents. In fact, the kids who enjoy reading the most tend to describe their parents as highly involved with their development as readers.

"When their children were little, these parents read to them every day," Dr. Hartwig says. "They continue to read books, magazine articles and newspaper stories aloud even after their children can read on their own. And they actively encourage their kids to read. Family involvement like this is the single most effective way to keep young people interested and involved in reading."



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# Rate your family's DQ.

## (Discovery Quotient)

**Do you encourage the kinds of learning adventures that will help your child develop special interests and strengths? Take this true-false quiz to find out!**

**1** Everyday activities offer real opportunities for learning and discovery.

☐ True ☐ False

**2** The quickest way to dampen the enthusiasm of children is to urge them to take up activities you feel could help them develop their interests.

☐ True ☐ False

**3** Private lessons are the best way to nurture a child's creativity.

☐ True ☐ False

**4** It's unwise to let children help adults with daily tasks, even if they want to, because it will only frustrate them.

☐ True ☐ False

**5** When it comes to helping children discover their strengths, unstructured play time is essential.

☐ True ☐ False

**6** Though lots of first-rate books focus on adult interests and hobbies, young readers have few good choices in this area.

☐ True ☐ False

**7** You can learn a lot about your child's unique interests and strengths by joining in on some of your youngster's favorite activities.

☐ True ☐ False

### ANSWERS

**1. True.** Your child's sense of wonder can be the basis for countless learning experiences. Does the appearance of earthworms after a rainstorm fascinate your child? Then help start an earthworm "farm" that will introduce scientific skills like observation and making predictions. The result could be a lifelong interest in science!

**2. False.** "Children have to develop their own sense of direction," says Dorothy Rich, head of the Home and School Institute, "but we can show them some ways to light the fire." The trick, she says, is to seek not one but several ways to further your child's interests.

**3. False.** Costly individual lessons are rarely needed to develop a child's creativity. Scouting and local resources like the YMCA/YWCA offer inexpensive programs in everything from drama to computers. And remember to expose your child to your talented friends. Quilters, drummers, software designers, volunteers with the homeless—adults with talents like these can inspire children to pursue their own interests.

**4. False.** Experts point out that children learn skills and values by imitating adults—something that's hard to do if children are prevented from taking part in adult tasks. Letting your child help plan a dinner, for example, can provide practice in math and decision-making. And it may even let your child discover a real knack for cooking.

**5. True.** Play is a key source of learning. "Play and playthings encourage mastery," says Joan Bergstrom, author of *School's Out—Now What?* "For children six to 12," she says, "play provides opportunities to develop and perfect skills, to rehearse future behaviors and to solve problems."

**6. False.** Nonfiction books for children are more plentiful and absorbing than ever. To find great books on your kid's interests, check out a basic resource like *Best Books for Children*, by John Gillespie and Corinne Naden. It's available in most libraries.

**7. True.** "Even if you don't delight in the actual activity, you can enjoy your child's exuberance and exhilaration," says Dr. Stanley Greenspan, author of *Playground Politics: Understanding the Emotional Life of Your School-Age Child*. Visit a museum's fossil collection with your dinosaur fanatic and ask what she knows. Let your baseball player give you batting tips. You're sure to discover talents and abilities you weren't aware your child possessed.

### SCORING YOUR FAMILY DQ

- **1 - 3 correct:** Novice Level—but sure to rise fast as you foster your child's interests with ideas suggested here.
- **4 - 6 correct:** Well Above Average.
- **All 7 correct:** Exceptional!

Mirette on the High Wire
Squirrel Park
Chicken Sunday
Patricia Polacco
Amazing Grace

# to Lift Your Child's Sights

**Children wondering what they're good at should be encouraged to dream big dreams. Here's a stack of titles that will prompt young readers to broaden their interests and take them as far as they can go. The list was chosen by Judy Freeman, librarian at Van Holten School in Bridgewater, NJ, and author of *Books Kids Will Sit Still For: The Complete Read-Aloud Guide* (R.R. Bowker, 1990).**

**Amazing Grace**, by Mary Hoffman (Dial, 1991 [P]).

**My Buddy**, by Audrey Osofsky (Henry Holt, 1992 [P]).

**Squirrel Park**, by Lisa Campbell Ernst (Bradbury, 1993 [P]).

**Your Dad Was Just Like You**, by Dolores Johnson (Macmillan, 1993 [P]).

**Chicken Sunday**, by Patricia Polacco (Philomel, 1992 [P I]).

**Mirette on the High Wire**, by Emily Arnold McCully (Putnam, 1992 [P I]).

**The Rough-Face Girl**, by Rafe Martin (Putnam, 1992 [P I]).

**Song Lee in Room 2B**, by Suzy Kline (Viking, 1993 [P I]).

**Here's Hermione**, by Sheila Greenwald (Little, Brown, 1993 [I]).

**The Houdini Box**, by Brian Selznick (Knopf, 1991 [I]).

**My Name Is Maria Isabel**, by Alma Flor Ada (Atheneum, 1993 [I]).

**My Sister Annie**, by Bill Dodds (Boyds Mills Press, 1993 [I]).

**Rosie Swanson, Fourth-Grade Geek for President**, by Barbara Park (Knopf, 1991 [I]).

**Yang the Youngest and His Terrible Ear**, by Lensey Namioka (Joy Street/Little, Brown, 1992 [I]).

**Almost Famous**, by David Getz (Henry Holt, 1992 [I U]).

**Come Back, Salmon: How a Group of Dedicated Kids Adopted Pigeon Creek and Brought It Back to Life**, by Molly Cone (Sierra Club/Little, Brown, 1992 [I/U]).

**The Gift of the Girl Who Couldn't Hear**, by Susan Shreve (Tambourine, 1991 [U]).

**The Giver**, by Lois Lowry (Houghton Mifflin, 1993 [U]).

**Paintings of Wang Yani—China's Extraordinary Young Artist**, by Zheng Zhensun and Alice Low (Scholastic, 1991 [I/U]).

**Talking with Artists**, by Pat Cummings (Bradbury, 1992 [P I U]).

***Age Level Key: [P]=Primary, ages 4-7; [I]=Intermediate, ages 7-10; [U]=Upper, ages 10-14***

# LIBRARIES SHAPE LIVES

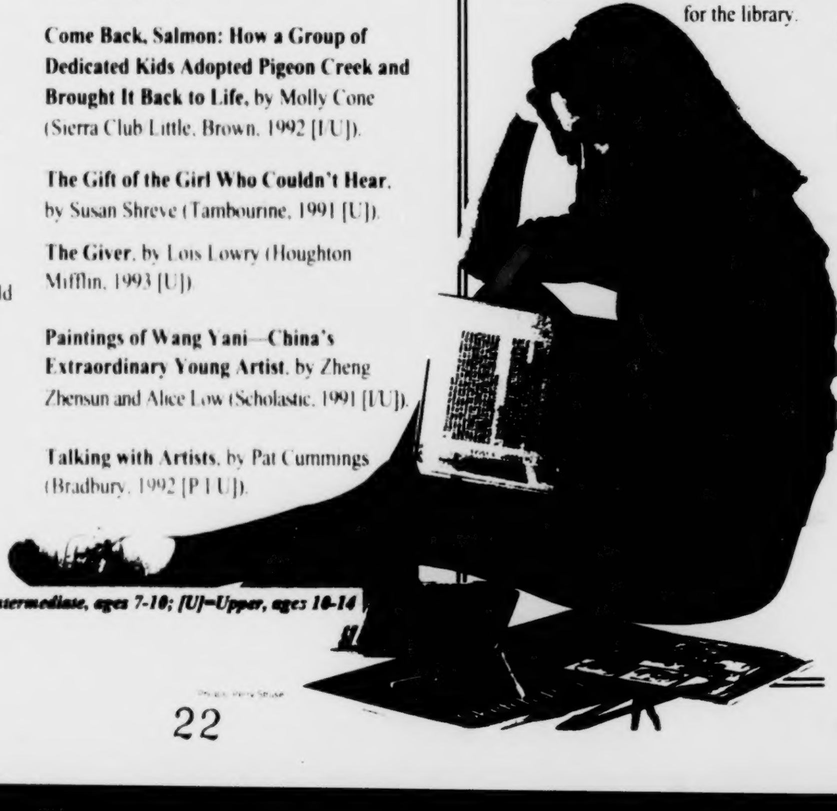
Is your kid entranced by dinosaurs, turned on by sports, drawn to drawing or tickled with riddles? Regular family trips to the library can spark lifelong interests and maybe even inspire careers. To help your child get a lift from a library, try these sure-fire ideas for family involvement.

•Sign up your child for story hours at the public library. These fun events will give you clues on the kinds of books your kid loves.

•Browse with your child through both fiction and nonfiction shelves. Challenge your child to uncover at least one amazing fact every day in books brought home. Trade trivia at mealtimes to work up a hearty appetite for more books.

•Become a volunteer at your school or public library. You'll get a head start on the latest books to share with your child.

•Help organize a yearly book fair—a fine way to promote reading while providing new books and money for the library.



# Put it in Writing!

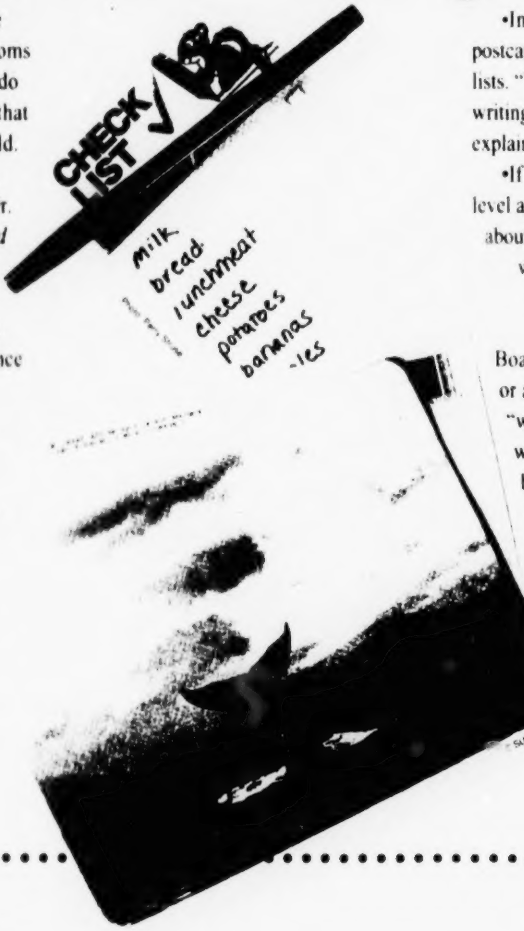
hat makes a child a reader? Part of the answer is writing—the writing that moms and dads do, the pretend writing kids do in imitation, even the journal writing that helps older kids think about their world.

"Reading, writing and speaking are not independent processes," explains Dr. Harvey Wiener, the author of *Any Child Can Read Better* (Bantam, 1990). "All three are spokes on the wheel of language. Every language experience a child can tap into helps that child advance as a reader and thinker."

How can you use writing to help your child improve as a reader? Here are five solid suggestions:

•Help your child write all he knows about a subject just before he reads a passage about it. "This way," Wiener says, "you heighten the child's awareness, interest level and motivation."

•Help your child write labels for her drawings. You'll help her link word pictures to real pictures.



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•Invite your child to write letters and postcards and to help you make shopping lists. "You'll show your child the place writing has in our everyday lives," Wiener explains.

•If certain topics tend to raise the decibel level around your home, exchange notes about them. You'll be amazed at how writing can calm arguments and lead to thoughtful, fair solutions.

•Put up a "Reading Bulletin Board." "Whether it's an article, a book, or a short story," Wiener explains, "write down two sentences describing what you read and pin the note to the board."

But don't expect kids to keep interested if only they take part, he warns. "Mom and Dad have to do this, too, so that the bulletin board becomes a kind of collection of the family's experience with language."

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Photo Steve Dunwell

*What book from your childhood helped shape your life?*

**MAYA ANGELOU**, writer: "Besides the Bible, I'd have to say *The Tale of Two Cities* by Charles Dickens. It deals with the whole range of emotions as a continuous painted mural." Read aloud to her, this novel opened her eyes to the beauty of words. Millions would make a similar discovery decades later when Angelou read her poem at President Clinton's inauguration. **RICHARD W. RILEY**, U.S. Secretary of Education: "A biography of Thomas Jefferson. Jefferson linked democracy to educational progress and opportunity. I still believe quality education is the key to our success as a democratic nation."

**GLORIA ESTEFAN**, singer: "My favorite book in elementary school was *Charlotte's Web* by E.B. White. Every day I read for enjoyment. Reading takes me away from my everyday life and allows me to see other places and learn to understand other people unlike myself. There is no better hobby than reading!" **THOM JONES**, writer: "W.H. Hudson's *Green Mansions* carried me right out of my home environment in Aurora, Illinois, into a new world." Today, readers of his story collection *Pugilist at Rest*, nominated for a National Book Award, praise its power to lift them to new levels of reality.

Estefan Enterprises Inc

Photo Steve Bloom

# THE BOOK THAT MOST INSPIRED ME AS A CHILD

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Prenatal Care and Development

**COURSE(S):**
Child Development

**GRADE(S):**
9 - 12

**OBJECTIVE(S):**
3.05 Describe the relationship between the health of the expectant mother and the development of the child in utero
3.06 Explain how the mother's nutrition influences the physical development of the unborn child
3.07 Identify health hazards to the unborn infant including smoking, alcohol, and other drugs

**CAREER/LIFE CONNECTION:**
Learn how habits and environment of expectant mother can affect the developing fetus
Reinforce SCANS Basic Skills (listening, speaking); Competencies (information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher and students discuss development of placenta and the effects on the baby--both pre- and post nasal--as food, drugs, etc., cross the placental barrier.
2. School nurse discusses alternative treatments to prenatal illnesses (colds, flu, headaches).
3. Teacher gives each group of students a problem faced by expectant mothers (headaches, colds, nausea, etc.
4. Groups of students find non-drug alternatives to the problems and present them to the class.

**METHOD(S) OF EVALUATION:**
Group presentations
Solutions to problems of expectant mothers

**MATERIALS/RESOURCES:**
Guest speaker--school nurse
Lecture/notes
Video: "Fetal Development: A Nine Month Journey"

**Activity Developed by:** **Name(s)**
Kathy Byrne

**School**
HHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Storybook Evaluation

**COURSE(S):**
Child Development

**GRADE(S):**
9 - 12

**OBJECTIVE(S):**
5.03 Compare and contrast stages of development and age appropriate activities

**CAREER/LIFE CONNECTION:**
Choose age appropriate literature to read to children
Reinforce SCANS Basic Skills (reading); Thinking Skills (decision making); Personal Qualities (sociability); Competencies (interpersonal, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students bring their favorite childhood storybook to class.
2. In groups of four, students evaluate each other's stories and determine the most suitable age group for each.
3. Groups present information to entire class.

**METHOD(S) OF EVALUATION:**
Group presentations

**MATERIALS/RESOURCES:**
Textbook: The Developing Child (Glencoe, 1988)
Favorite childhood storybooks

**Activity Developed by:** **Name(s)**
Alice Anne Berlage

**School**
GHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Toy Safety

**COURSE(S):**
Child Development

**GRADE(S):**
9 - 12

**OBJECTIVE(S):**
5.07 Evaluate toys using recognized criteria

**CAREER/LIFE CONNECTION:**
Choose toys that are safe and age-appropriate for their future children, nieces, nephews, cousins
Reinforce SCANS Basic Skills (reading, listening, speaking); Thinking Skills (decision making); Personal Qualities (responsibility); Competencies (interpersonal, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher presents and models decision-making process: a) problem, b) alternatives, c) prioritize, d) decide, e) evaluate.
2. Teacher and students discuss stages of development and age-appropriate activities.
3. Teacher and students discuss advertising methods and the influence on purchases of toys.
4. Students research age-appropriateness of toys by looking at some packages--the recommended ages and reasons why they are or are not appropriate for a certain age group or child.
5. Groups of students evaluate several toys and, using the decision-making model, present their findings to the class.
6. Students survey parents and children as part of the evaluation of their toys.

**METHOD(S) OF EVALUATION:**
Group project and presentation

**MATERIALS/RESOURCES:**
Consumer Reports
Survey
Examples of toys in their packages

**Activity Developed by:** **Name(s)**
Kathy Byrne

**School**
HHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Clarification of Personal Life Goals

**COURSE(S):**
English I

**GRADE(S):**
9

**OBJECTIVE(S):**
6.01 Prepare and deliver an oral presentation using effective verbal and non-verbal techniques.
1.04 Identify factors that influence self-concept (Child Development)

**CAREER/LIFE CONNECTION:**
Focus and clarify personal life goals as a method to explore and develop personal self concept.
Reinforce SCANS Basic Skills (reading, listening, speaking); Thinking Skills (decision making); Personal Qualities (self-management); Competencies (resources)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students construct a montage of personal goals or "great expectations" prior to teaching Great Expectations.
2. Students read Great Expectations.
3. Each student makes an oral presentation explaining personal life "great expectations."

**METHOD(S) OF EVALUATION:**
Evaluation of montages and oral presentations

**MATERIALS/RESOURCES:**
Great Expectations by Charles Dickens
Magazines, poster board

**Activity Developed by:** **Name(s)**
Barbara Starkey

**School**
GHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Educational Activity Packet

**COURSE(S):**
English III, IV

**GRADE(S):**
11, 12

**OBJECTIVE(S):**

3.0 Write for a variety of purposes and audiences using all stages of the writing process
4.0 Plan for, prepare, and serve nutritious food (Practical Homemaking Skills)
7.0 Plan for personal and family security (Practical Homemaking Skills)
5.06 Plan age appropriate activities that contribute to a child's physical, social, emotional, and intellectual development (Child Development)

**CAREER/LIFE CONNECTION:**

Plan fun, safe, and educational activities for younger children in after-school situations
Reinforce SCANS Basic Skills (writing); Thinking Skills (creative thinking); Personal Qualities (responsibility, sociability); Competencies (resources, interpersonal, information, technology)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. In groups, students create:
    - four fun activities for ages three to seven, e.g., fill-in-dots, coloring, paper dolls, etc.;
    - three to four simple recipes and the equipment necessary to use them;
    - lists of emergency numbers;
    - list of do's and don'ts.
2. Teacher and Media Specialist assist students in arranging the information on computer with the younger child as the target audience.
3. Teacher and students collate and distribute the packet to local elementary schools.

**METHOD(S) OF EVALUATION:**
Completion and design of packets

**MATERIALS/RESOURCES:**
Colored paper
Collating materials
Computer lab with laser printer

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Barbara Dukeman | RRHS |

## INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

### THEME/CONCEPT/TOPIC:

Impact of Heredity and Environment on Individual Self-Concept

### COURSE(S):

English I

### GRADE(S):

9

### OBJECTIVE(S):

1.04 Identify an appropriate conclusion or generalization based upon a reading selection

6.01 Participate in oral classroom activities, such as discussions and the reading of various literary passages

5.04 Analyze factors which contribute to the child's physical, social, emotional, and intellectual development (Child Development)

### CAREER/LIFE CONNECTION:

Apply vicarious experiences gleaned from adolescent novels to an analysis of self-concept

Reinforce SCANS Basic Skills (reading, listening, speaking); Thinking Skills (reasoning); Personal Qualities (self esteem); Competencies (information, systems)

### INSTRUCTIONAL ACTIVITIES (include person responsible for each):

1. Students read an adolescent novel as a class, keeping a comprehension log of each chapter as it is read.
2. Teacher and students discuss real-life situations as portrayed in the novel and apply them to the students' own situations in the form of classroom discussion and journal writing.
3. School social worker or nurse provides guest presentation on factors influencing self-concept.

### METHOD(S) OF EVALUATION:

Evaluation of class participation

Application of insights gleaned from literature to personal self-image as related in journal writing and during discussions applying real-life situations to literary format

### MATERIALS/RESOURCES:

Adolescent novels: The Outsiders and That Was Then, This Is Now by S. E. Hinton

A Hero Ain't Nothin' But A Sandwich by Alice Childress--novel and movie (especially appropriate for Afro-American students)

School resource persons

**Activity Developed by:** **Name(s)**

Barbara Starkey

**School**

GHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Substance Abuse

**COURSE(S):**
English I - IV

**GRADE(S):**
9 - 12

**OBJECTIVE(S):**

1.0 Use literal and inferential comprehension reading skills
4.0 Write multi-paragraph papers for a variety of purposes, using all stages of the writing process
7.05 Locate information in library/media center, using a variety of resources
5.04 Analyze factors which contribute to the child's physical, social, emotional, and intellectual development (Child Development)

**CAREER/LIFE CONNECTION:**

Gain information about substance abuse through reading, writing, and researching

Reinforce SCANS Basic Skills (reading, writing, listening); Thinking Skills (knowing how to learn); Personal Qualities (responsibility, self-management); Competencies (resources, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students follow instructions on attached Assignment Sheet.
2. Students a read book relating to substance abuse and keep a Reader's Response Log.
3. Students complete a book report.
4. Students make an oral presentation related to the book.
5. Students create a newsletter, typed on the computer, to inform parents and students about substance abuse.
6. School Resource Officer, school psychologist, and school drug counselor provide additional information as guest speakers to the class.

**METHOD(S) OF EVALUATION:**

Reader's Response Log
Book report
Oral presentation
Newsletter

**MATERIALS/RESOURCES:**

Guest speakers
Media Center
Computers

**Activity Developed by:** **Name(s)**
Patty Becker

**School**
ZHS

# Substance Abuse Assignment

ASSIGNMENT (PART I):

You will read a book relating to substance abuse and how it affects teenagers. You must complete the book by

___________________

before you come to class.

While reading this book, you will keep a Reader's Response Log. This log will be the communication link between you and me and will replace regular quizzes. When writing for the log you may be given a question to respond to or you may simply be asked to respond to the book on your own. Your final Response Log will be on

___________________.

After the completion of the book, you will be required to complete a book report. You have been given a list of book report options. You must choose one of these to turn in. When you turn this in, you will be required to orally explain the report and how it relates to the book. During your presentation you should remember to give the title and author of your book. Your book report and presentation will be completed on

___________________.

ASSIGNMENT (PART II):

After completing the book, log, report, and presentation, you will create a newsletter on Alcohol or Drug Abuse. The purpose of the newsletter is to inform people, specifically parents and students, about substance abuse.

Research on Alcohol or Drug Abuse will be completed in the Media Center during class time as long as the class is able to behave appropriately in the Media Center. Other information may be obtained if you have the opportunity to hear the guest speaker who may speak to you on substance abuse.

Your newsletter must have the following six parts:

1) Title and effective picture.
2) Definition of issue and 10 facts worth knowing about the issue.
3) What parents should know about the issue.
4) What teenagers should know about the issue.
5) Where one can go for further help.
6) Books and authors dealing with the issue.

These newsletters will be typed on the computer in class. You will be in the Media Center on

___________________

___________________.

GRADING:

You will receive two grades for your Reader's Response Log. They will count as quiz grades. The grade will be determined on:
1) the amount of information presented in your logs
2) the number of logs.

The book report will count as two grades. One grade is for the book report. The book report will be graded based on the information from the book provided on the report and evidence of time, effort, and neatness. The second grade is for the presentation of your report. The presentation should include an introduction to the book without giving away any information which might prevent another student from enjoying the book if one reads it. Your goal is to persuade the students in the class to read the book.

There will be three grades for the brochure. The first grade will be based on your research in the Media Center. The second grade will be based on your work in the computer lab. The third grade will be based on the final brochure (overall appearance, layout, graphics, and writing).

Your final newsletter will be due___________________.

## INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Using "Storybook Weaver" to Write a Parody

**COURSE(S):**
English IV

**GRADE(S):**
12

**OBJECTIVE(S):**
3.02 Produce a creative piece of writing
5.0 Interpret the child's developmental level with appropriate expectations and activities (Child Development)

**CAREER/LIFE CONNECTION:**
Learn to use a new software program
Share a creative piece of writing with younger children
Reinforce SCANS Basic Skills (writing, speaking); Thinking Skills (creative thinking, knowing how to learn); Personal Qualities (sociability); Competencies (interpersonal, information--use computers to process information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher illustrates features of "Storybook Weaver."
2. Students select an age-appropriate children's story or poem.
3. Students write a parody.
4. Students share stories with K-2 students at an elementary school or day care.

**METHOD(S) OF EVALUATION:**
Mastery of "Storybook Weaver"
Interest level of children as reported by elementary teacher or day care worker

**MATERIALS/RESOURCES:**
Computers
"Storybook Weaver"
Books of fairy tales, nursery rhymes, and children's stories

**Activity Developed by:** **Name(s)**
Gladys Pigman

**School**
RHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Human Development Stages

**COURSE(S):**
Psychology

**GRADE(S):**
11 - 12

**OBJECTIVE(S):**
5.0 Characterize stages of psychological behavior
7.0 Understand the usefulness and limitations of applying the principles of psychology to the problems of everyday living
2.0 Identify principles of human development (Child Development)

**CAREER/LIFE CONNECTION:**
Understand own and others' developmental stages, needs, influences, etc.
Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (reasoning); Personal Qualities (sociability); Competencies (information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Guest speaker discusses different stages of development.
2. Students read text information on stages of development.
3. Teacher and students discuss different experiences of each child.
4. Students write one page paper comparing two different levels of development.

**METHOD(S) OF EVALUATION:**
Class discussion
Student papers

**MATERIALS/RESOURCES:**
Textbook: Invitation to Psychology (Scott, Foresman & Company)
Guest speaker
Individual experiences

**Activity Developed by:** **Name(s)**
Rob Ciaravino

**School**
RHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

### THEME/CONCEPT/TOPIC:
Labor Laws Protecting Children's Rights

| COURSE(S): | GRADE(S): |
|---|---|
| American Government | 9 - 12 |
| Economics | 11 - 12 |

### OBJECTIVE(S):
1.01 Define government as the political organization through which public policy is made and enforced

6.01 Describe major areas of domestic concern (e.g., employment, taxation, environment, population)

4.06 Describe how government regulates economic activities and institutions

6.01 Identify children's rights that are protected by local, state, and federal laws and regulations (Child Development)

### CAREER/LIFE CONNECTION:
Understand the ages at which students can be employed, conditions and hours under which they are allowed (or not allowed) to work

Understand federal laws which apply to high school students in regards to equal opportunity employment and minimum wages

Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (knowing how to learn); Competencies (resources, information, systems)

### INSTRUCTIONAL ACTIVITIES (include person responsible for each):
1. Teacher writes the Department of Labor for pamphlets on child labor laws.
2. Using pamphlets and notes teacher explains the labor laws as they apply to students (minimum ages; hours--different jobs (before sunrise, after sunset), total number of hours per week; conditions--hazardous jobs may be illegal (heavy machinery, welding, snake pits, etc.).
3. Teacher explains the equal opportunity laws (no discrimination on the basis of race, sex, or age) as they apply to students.
4. Teacher explains the Fair Labor Standards Act and its amendments:
   - Probation period which allows an employer to pay an employee less than minimum wage;
   - Minimum wage required for most jobs;
   - Businesses exempt from minimum wage (agriculture, jobs where tips are received).
5. Guest speaker from the Department of Labor discusses children's rights and labor laws.
6. Students write research reports on different jobs and their requirements, pay, minimum time periods for raises.

### METHOD(S) OF EVALUATION:
Quizzes, test

Research reports

### MATERIALS/RESOURCES:
Lecture, class discussions

Guest speaker

Pamphlets from Department of Labor

| Activity Developed by: | Name(s) | School |
|---|---|---|
| | Keith Taylor | HHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Legal Protection of Children's Rights

| | |
|---|---|
| **COURSE(S):** | **GRADE(S):** |
| Law Studies | 9 -12 |

**OBJECTIVE(S):**

6.0 Understand civil and criminal laws and procedures as they relate to two broad areas of family and consumer law: the rights and responsibilities of individuals and the need to protect the fundamental institutions of the family and the economy

6.01 Identify children's rights that are protected by local, state, and federal laws and regulations (Child Development)

6.02 Differentiate between child abuse and neglect (Child Development)

**CAREER/LIFE CONNECTION:**

Identify children's rights that are protected by local, state, and federal laws--a real life area of concern to society

Reinforce SCANS Basic Skills (reading, listening, speaking)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students brainstorm children's rights and parents' responsibilities to determine students' prior knowledge.
2. Teacher presents information on legal protection of children's rights, including the definition of negligence.
3. Students read textbook: Street Law, pages 208-239.
4. Attorneys and HRS employees speak to students about children's rights.
5. Students view films on children's rights.

**METHOD(S) OF EVALUATION:**

Discussion
Tests

**MATERIALS/RESOURCES:**

Street Law (West Publishing Company)

| | | |
|---|---|---|
| **Activity Developed by:** | **Name(s)** | **School** |
| | John Luoma | GHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
New Baby Expenses--Effects on Family Budget

**COURSE(S):**
Economics

**GRADE(S):**
11 - 12

**OBJECTIVE(S):**
3.05 List factors that influence and determine price
3.08 Identify the major adjustments necessary in the family when a baby arrives (Child Development)

**CAREER/LIFE CONNECTION:**
Determine the financial effects of a new born child on the family's existing budget
Reinforce SCANS Basic Skills (writing, mathematics, listening, speaking); Thinking Skills (decision making); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Local doctor or hospital employee speaks to class regarding medical costs of having a child.
2. Insurance person speaks to class regarding insurance coverage and costs.
3. Teacher and students determine the medical costs of having a child (doctor visits, medical tests, hospital costs, insurance, baby checkups, immunizations, etc.).
4. Teacher and students calculate the expenses of housing a new baby (furniture, food, clothing).
5. Parent of new baby speaks to class about expenses associated with newborn.
6. Teacher and students prepare a budget before and after a newborn.
7. Students talk with parent or other adult to find out costs of budgeted items when student was a newborn and present findings to class.
8. Financial planner speaks to class regarding budgeting and wise decision making.
9. Students write research paper on above topics.

**METHOD(S) OF EVALUATION:**
Budget comparisons
Quizzes, test
Research paper

**MATERIALS/RESOURCES:**
Guest speakers
Catalogs (J.C. Penney, Sears, etc.)
Local baby stores
Newspaper advertisements

**Activity Developed by:** **Name(s)**
Keith Taylor

**School**
HHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Protecting Children's Rights

**COURSE(S):**
Sociology

**GRADE(S):**
11, 12

**OBJECTIVE(S):**
7.01 Identify the characteristics of a social problem
6.01 Identify children's rights that are protected by local, state, and federal laws and regulations (Child Development)

**CAREER/LIFE CONNECTION:**
Understand the legal ramifications and recourses in dealing with a social problem
Reinforce SCANS Basic Skills (reading, listening, speaking); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Guest speaker from local abuse center discusses children's rights.
2. Class discusses children's rights and how they have changed over the last ten years.
3. Students list legal rights of children on paper.

**METHOD(S) OF EVALUATION:**
One page summary of guest speaker's presentation
Classroom discussion

**MATERIALS/RESOURCES:**
Textbook: Sociology (Scholastic)
Case studies
Guest speaker from local abuse center

**Activity Developed by:** **Name(s)**
Rob Ciaravino

**School**
RHS

## INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Communicable Diseases

**COURSE(S):**
Biology I

**GRADE(S):**
9 - 12

**OBJECTIVE(S):**

10.04 Identify types of disease that afflict the human body (degenerative, deficiency, hereditary, and contagious)

4.04 Identify specific health needs of the mother and infant during the postnatal period (Child Development)

**CAREER/LIFE CONNECTION:**

Learn how disease is spread and the need for immunization for all children entering day care centers

Reinforce SCANS Basic Skills (listening); Thinking Skills (knowing how to learn, reasoning); Competencies (information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher lectures on different diseases--both bacterial and viral--and their vectors.
2. Teacher and students discuss how immunizations prevent the spread of some diseases.
3. Students do lab on microbes: swab various surfaces, make streak plates, and grow cultures to determine types of microbes present on the surfaces.
4. Teacher presents students with bacterial culture; student determines through various test what type of microbes are present.

**METHOD(S) OF EVALUATION:**
Student testing of culture to determine microbes present

**MATERIALS/RESOURCES:**
Biology textbook
Filmstrips/videos
Microbial labs

**Activity Developed by:** **Name(s)**
Danita Williams

**School**
HHS

## INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Constructing a Genetic Family Tree

**COURSE(S):**
Biology I

**GRADE(S):**
9 - 12

**OBJECTIVE(S):**

4.01 Define basic genetic terms including: genotype, phenotype, dominant, recessive, hybrid, homozygous, heterozygous, incomplete dominance, and mutations
4.03 Distinguish between hereditary trait and an acquired characteristic
2.05 Recognize the impact of heredity and environment on individual development (Child Development)

**CAREER/LIFE CONNECTION:**

Construct and analyze a pedigree to express genetic traits within a family lineage
Reinforce SCANS Basic Skills (reading, writing); Thinking Skills (problem solving, seeing things in the mind's eye; reasoning); Competencies (information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students construct and analyze a pedigree ("Interpreting Information in a Pedigree," Chapter 6 Focus Activity, pages 133-134 and "A Human Pedigree," Chapter 6 Investigation 6-2. Holt Biology: Visualizing Life Laboratory Experiments).

**METHOD(S) OF EVALUATION:**
Lab worksheet

**MATERIALS/RESOURCES:**

Textbook: Biology: Visualizing Life and Laboratory Experiments (Holt , Rinehart and Winston, Inc., 1994)
Paper, pencil

**Activity Developed by:** **Name(s)**
Charisse Cosgray

**School**
RRHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Identities--Hereditary Factors

**COURSE(S):**
Biology I

**GRADE(S):**
9 - 12

**OBJECTIVE(S):**
4.0 Describe genetics concepts including the use of Punnett square crosses
2.05 Recognize the impact of heredity and environment on individual development (Child Development)

**CAREER/LIFE CONNECTION:**
Gain an understanding of a person's biological aspects and the influence genetics plays on one's life, including career choices and marital partners
Reinforce SCANS Basic Skills (listening, speaking); Personal Qualities (self-esteem); Competencies (interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher lectures on human genetics and probability.
2. School nurse discusses hereditary diseases.
3. Students do both Punnett squares and pedigrees for various traits, including diseases that are hereditary.
4. Students develop personal Punnett squares and pedigrees showing at least two generations.

**METHOD(S) OF EVALUATION:**
Personal Punnett squares and pedigrees

**MATERIALS/RESOURCES:**
Guest speaker: school nurse
Text: Biology (Prentice Hall, 1989)
Pedigrees and Punnett squares

**Activity Developed by:** **Name(s)**
Danita Williams

**School**
HHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Limeys and Scurvy Dogs--A Look at Vitamin Deficiency and New World Exploration

**COURSE(S):**
Biology I

**GRADE(S):**
10

**OBJECTIVE(S):**
10.01 Explain primary structure and function of each system of the human body (digestive);
10.04 Identify types of disease that afflict the human body (deficiency).
5.04 Analyze factors which contribute to the child's physical, social, emotional, and intellectual development (Child Development)

**CAREER/LIFE CONNECTION:**
Understand the role of vitamin C in health.
Reinforce SCANS Basic Skills (reading, listening); Competencies (information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher collaborates with social studies teacher on topic of New World exploration.
2. Teacher incorporates "pirate jargon" (school mascot is buccaneer) into lesson on nutrition in which the role of vitamin C in health, symptoms of scurvy, and British Navy's introduction of citrus fruits into sailor's diets will be included.

**METHOD(S) OF EVALUATION:**
Mastery on unit test

**MATERIALS/RESOURCES:**
Social studies teacher
Practical Homemaking Skills teacher
Textbooks

**Activity Developed by:** **Name(s)**
Linda Dale

**School**
GHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Nutrition Changes Throughout the Life Cycle

**COURSE(S):**
Chemistry

**GRADE(S):**
10 - 12

**OBJECTIVE(S):**
1.07 Solve a problem through interpretation of data
14.0 Calculate energy associated with physical and chemical changes
5.04 Analyze factors which contribute to the child's physical, social, emotional, and intellectual development (Child Development)

**CAREER/LIFE CONNECTION:**
Determine human dietary needs and how they change during the life cycle
Identify jobs related to nutrition: zoo animal keeper, head cook, neonatal care nurse, dietitian for industrial cafeteria
Reinforce SCANS Basic Skills (reading, writing, mathematics, listening, speaking); Thinking Skills (problem solving); Personal Qualities (self-management); Competencies (resources, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher and students discuss dietary needs, reasons for eating, and dietary need differences.
2. Teacher and students discuss proteins, carbohydrates, fats, vitamins, and minerals.
3. Students calculate the energy content of the nutrients listed above.
4. Teacher and students discuss and determine the nutrient and calorie changes throughout the life cycle.
5. Teacher and students discuss and research diets for athletes, weight control, treatment and control of diseases.
6. Students do labs: How do we choose the foods we eat? What role do our senses play in food preference?

* The above activities may be done jointly with the Child Development classes.

**METHOD(S) OF EVALUATION:**
Class discussions
Completed calculations
Lab reports

**MATERIALS/RESOURCES:**
Applied Biology/Chemistry module on nutrition (1991)
CORD Communications
324 Kelly Drive
Waco, Texas 76710
817-776-1822 FAX 817-776-3906

**Activity Developed by:** **Name(s)**
Debbie Krause

**School**
ZHS

## INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
New Baby Expenses--Comparison Shopping

**COURSE(S):**
Consumer Math

**GRADE(S):**
9 - 12

**OBJECTIVE(S):**
1.0 Use mathematical problems solving to collect and analyze data for informed decision-making regarding consumer purchases
3.08 Identify the major adjustments necessary in the family when a baby arrives (Child Development)

**CAREER/LIFE CONNECTION:**
Determine ways to save money on everyday items necessary for a new baby
Reinforce SCANS Basic Skills (mathematics); Thinking Skills (decision making, reasoning); Personal Qualities (responsibility); Competencies (resources, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher and students talk about everyday needs of a new baby.
2. Teacher and students discuss brand names versus generic items.
3. Teacher and students discuss the importance of calculating cost per individual item to determine best buy of packaged goods.
4. Teacher talks about buying baby clothes that are: 1) large enough for fast growing baby to get reasonable use; and 2) not too expensive since they will soon be outgrown.
5. Teacher and students compare and contrast the costs and advantages/disadvantages of disposable versus cloth diapers.
6. Students prepare bulletin board showing everyday expenses of a new baby.
7. In groups, students use good decision making skills to compose a shopping list of everyday items required for a new baby, e.g., diapers, formula, ointments, food, clothes, etc.
8. Using newspaper advertisements and catalogs, students compute the monthly expense of these items.

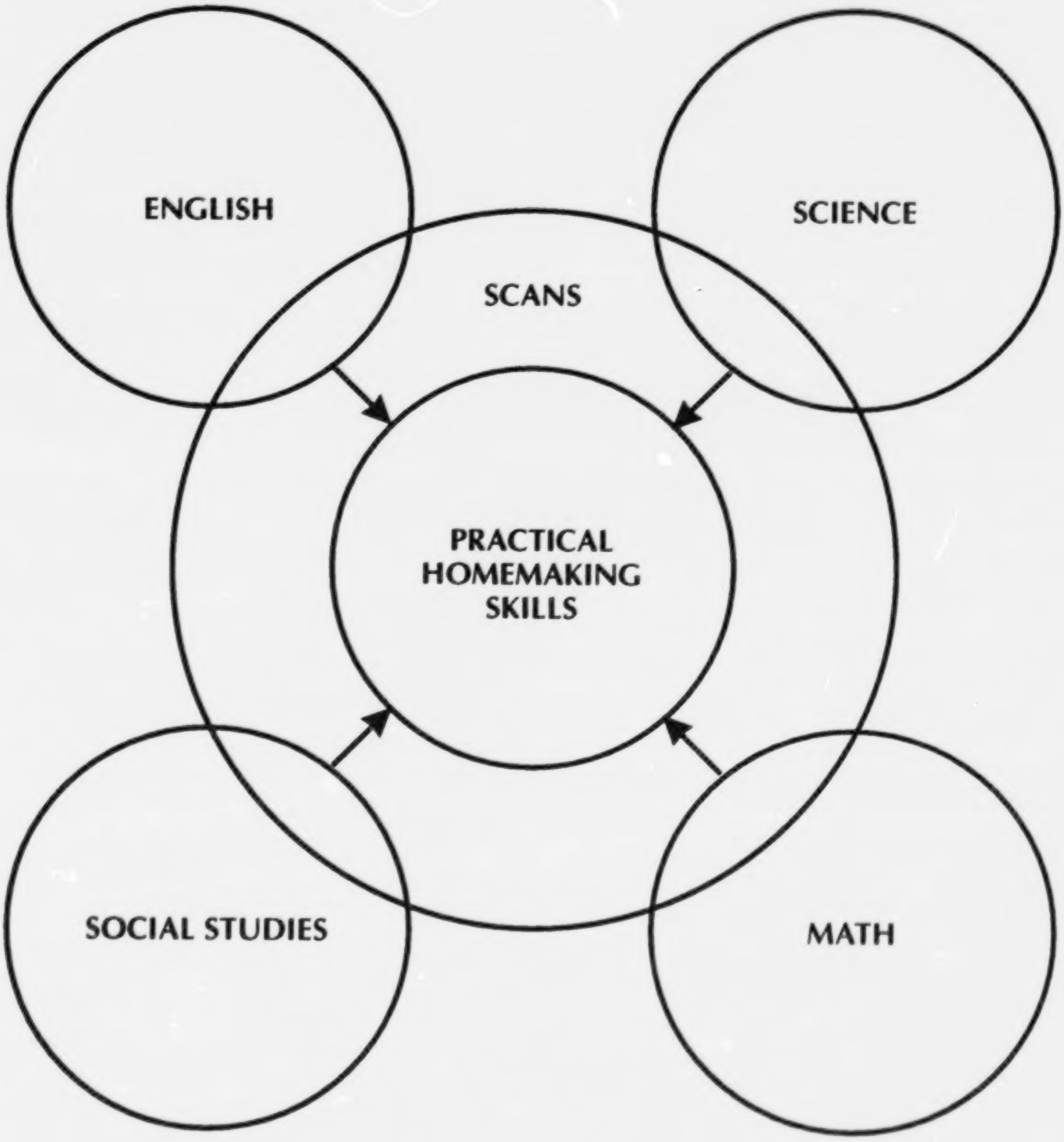
**METHOD(S) OF EVALUATION:**
Bulletin board
Shopping list and monthly expense
Quiz, test

**MATERIALS/RESOURCES:**
Shopping advertisements for baby items

**Activity Developed by:** **Name(s)**
Pam Bellerose

**School**
HHS

# Level 1
## Practical Homemaking Skills


ENGLISH
SCIENCE
SCANS
PRACTICAL HOMEMAKING SKILLS
SOCIAL STUDIES
MATH

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Advertising and Consumer Purchases

**COURSE(S):**
Practical Homemaking Skills

**GRADE(S):**
9 - 12

**OBJECTIVE(S):**
3.02 Describe the effects of advertising on consumer purchases
3.03 Apply the decision making process to consumer choices

**CAREER/LIFE CONNECTION:**
Create awareness of the effects of advertising on consumer purchases in order to make wiser purchases
Reinforce SCANS Basic Skills (writing, mathematics, listening, speaking); Thinking Skills (decision making, reasoning); Personal Qualities (responsibility, self-management); Competencies (resources, interpersonal, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**
1. Students view a variety of taped and photo advertisements.
2. Teacher and students discuss various techniques used to sell products and complete worksheet 41: "Evaluating Advertisements" (Creative Living, Bennett, McKnight, 1986).
3. Students complete attached worksheets "Advertising Appeals" and "Finding the 'Hooks'" (Home Economics Curriculum Activities Kit by Margaret F. Campbell, 1990, pages 136 -138; Reprinted by permission of the publisher, The Center for Applied Research in Education, West Nyack, New York). Students locate four ads for teenage products and discuss their appeals.
4. Teacher and students write and administer survey to determine effect of advertising on students' purchasing.
5. Students tabulate survey results to compare use of advertised versus non advertised products.
6. Teacher and students discuss other factors in consumer choices.
7. Students, in groups, complete worksheet 42: "Advertising by Word of Mouth" (Creative Living. Bennett, McKnight, 1986), including writing an ad to capture the interest of future customers.

**METHOD(S) OF EVALUATION:**
Completed worksheets
Written ad

**MATERIALS/RESOURCES:**
Textbook: Creative Living: Basic Concepts in Home Ec, chapter 29, pages 216-221 (Bennett, McKnight, 1986)
Magazines, newspapers
Taped television commercials
Radio advertisements

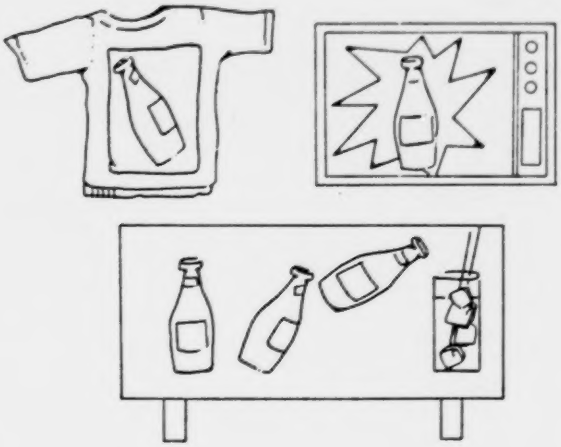
**Activity Developed by:** **Name(s)**
Carol Taylor

**School**
RRHS

Name ______________________________ Date ____________________

# ADVERTISING APPEALS

Advertising is everywhere: television, radio, magazines, newspapers, catalogs, billboards, vehicles, T-shirts, display windows, brochures, and displays set up in stores.



The average person is exposed to more than 75 ads each day. Ads appeal to different emotions. Some of the more popular appeals used in advertising today are described below.

Find examples of at least four of these appeals from the magazines provided. Neatly attach them to a piece of paper. Label each picture as to its appeal. Be prepared to show your ads to the class and discuss their appeals.

**INFORMATION** Ads that give simple, direct information are quite often limited to classified ads or general ads for equipment, such as typewriters, lawn mowers, pocket calculators, and so on.

Class example: ________________________________________________

**STATUS** If you use the product, you will be one of those who "made it," one who uses only the best, one who has climbed the ladder of success.

Class example: ________________________________________________

**APPROVAL** If you want more friends who like you better, and you want to have more fun, then use this product.

Class example: ________________________________________________

**GOOD TASTE** By using this product, you show that you're the kind of person who enjoys the finer things of life, that you're really "cool" and relaxed about yourself.

Class example: ________________________________________________

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(continued)

Title: HOME ECONOMICS CURRICULUM ACTIVITIES KIT
By: Margaret F. Campbell
© 1990

Name ______________________ Date ______________

# ADVERTISING APPEALS (continued)

**HERO ENDORSEMENT** These ads are designed to make you feel that if you use the product, you will become more like the well-known person who endorses the product.

Class example: ______________________________

**SEXUAL ATTRACTION** If you use the product, members of the opposite sex will fight over your charms. If you don't use it, you will always be a "wallflower."

Class example: ______________________________

**JOIN THE GANG** Everybody else is using the product, so why don't you? That's the "pitch" used by this kind of ad.

Class example: ______________________________

**ENTERTAINMENT** Some ads, particularly television and radio commercials, are mostly entertainment. But underneath the entertainment, the advertiser wants you to remember the product by association with something you enjoyed.

Class example: ______________________________

**INTELLIGENCE** This approach suggests that if you use the product, you are sensible and able to avoid advertising gimmicks. You can make up your own mind about what you want to buy or use.

Class example: ______________________________

**INDEPENDENCE** If you use this product, people will know that you think and act for yourself, that you don't care what the rest of the world thinks, that you don't really need popular consumer products, and that you're buying after-shave or suntan lotion because you WANT to.

Class example: ______________________________

**DANGLING COMPARATIVES** A much used and possible dangerous device, this appeal uses such statements as "make you 100% healthier" (healthier than WHAT?) or "stop better on wet roads" (better than WHAT?).

Class example: ______________________________

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**Name** ______________________________ **Date** ________________

# FINDING THE "HOOKS"

You have learned about the emotional appeals found in many advertisements. These appeals are sometimes referred to as "hooks." In your last assignment, you found four advertisements that fit four different advertising appeal categories. Your job now is to identify the "hook" in each advertisement. Complete this chart.

| *Ad Description* | *"Hook"* | *Appeal Classification* |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

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# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Etiquette in the 90's

**COURSE(S):**
Practical Homemaking Skills

**GRADE(S):**
11 - 12

**OBJECTIVE(S):**
6.01 Demonstrate appropriate manners and etiquette in social and meal situations
6.02 Plan for, prepare, and evaluate a social activity for family or others

**CAREER/LIFE CONNECTION:**

Prepare students for luncheon meetings and social functions in the business world and help them feel more confident in their personal social functions

Reinforce SCANS Basic Skills (reading, writing, speaking, listening); Thinking Skills (creative thinking, decision making, problem solving); Personal Qualities (responsibility, sociability); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher divides students into committees to plan a social function.
2. Guest speaker discusses etiquette at a social function.
3. Committees of students carry out assigned responsibilities--decorations, food, guest list, service, cleanup.
4. Students create and display invitations.
5. Guest at social event judges contest for most creative and grammatically correct invitation.
6. Students have a party!!

**METHOD(S) OF EVALUATION:**
Contest results
Success of event

**MATERIALS/RESOURCES:**
Text: Living Today (Glencoe)
Video: "Shine When You Dine" (Franklin Clay Films)
Lecture
Paper, markers, stencils

**Activity Developed by:** **Name(s)**
Jackie Gentry

**School**
PCHS

## INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Family Roles and Responsibilities

**COURSE(S):**
Practical Homemaking Skills

**GRADE(S):**
9 - 12

**OBJECTIVE(S):**
1.03 Establish a system of shared family responsibilities for maintaining the living space

**CAREER/LIFE CONNECTION:**
Decide how roles and responsibilities will be handled in students' future families
Reinforce SCANS Basic Skills (reading, writing); Thinking Skills (decision making); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students review the textbook's chapter on the family.
2. Students follow worksheet directions (see attached) to write essay on "The Ideal Family."

**METHOD(S) OF EVALUATION:**
Grading of essay on established criteria

**MATERIALS/RESOURCES:**
Textbook
Worksheet: The Ideal Family

**Activity Developed by:** **Name(s)**
Alice Anne Berlage

**School**
GHS

Name: ______________________

Date: ______________________

Period: ______________________

## WORKSHEET #1 *

## THE IDEAL FAMILY

In a two page paper written in paragraph form, describe what you consider to be "an ideal family." Write your essay on notebook paper and staple it to this page. Include the following points:

1. Family size and make-up
    - -- number of adults and relation to each other
    - -- number of children with names
2. Family roles
    - -- who works outside the home
    - -- how responsibilities around the home are handled
3. Family celebrations and recreation
    - -- regular family activities
    - -- special occasions
4. Characteristics of Mother/Father
    - -- qualities admired or desired in parents

*Source unknown

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Fast Food Calories and Fat

**COURSE(S):**
Practical Homemaking Skills

**GRADE(S):**
9 - 12

**OBJECTIVE(S):**
4.02 Choose a breakfast, lunch, and dinner menu, incorporating the Basic Four Food Groups, from a fast food establishment

**CAREER/LIFE CONNECTION:**
Evaluate typical fast food meals for total calories and percentage of calories from fat
Reinforce SCANS Basic Skills (reading, mathematics); Thinking Skills (decision making); Competencies (information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**
1. Students list typical fast food meals.
2. Students look up calories and grams of fat in each food item.
3. Students compute percentage of calories from fat in each item.
4. Teacher and students evaluate which choices are within the recommended daily guidelines of thirty percent or less calories from fat.
5. Students write down all food and beverages consumed in a three-day period.
6. Using charts which show grams of fat in typical foods, students calculate their own fat intake for each day.

**METHOD(S) OF EVALUATION:**
Class discussion
Calculated fat intake

**MATERIALS/RESOURCES:**
Food for Today textbook (Glencoe, 1994)
Handouts from fast food restaurants
"Tufts University Diet and Nutrition Newsletter" (P.O. Box 57857, Boulder, CO 80322-7857)

**Activity Developed by:** **Name(s)**
Carol Taylor

**School**
RRHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Fungi (Yeast) Reaction in Baking Bread

**COURSE(S):**
Practical Homemaking Skills

**GRADE(S):**
9 - 12

**OBJECTIVE(S):**
4.03 Demonstrate safe use of kitchen tools and equipment
4.04 Identify sanitation rules in the preparation and storage of food

**CAREER/LIFE CONNECTION:**
Understand what fungi are and how they react in cooking
Prepare a yeast bread product using proper safety and sanitation procedures
Reinforce SCANS Basic Skills (listening); Personal Qualities (responsibility); Competencies (resources, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher demonstrates the chemical reaction of yeast, sugar, and water.
2. Students--in foods lab groups--find a yeast bread recipe in a cookbook, prepare a grocery list, and prepare the bread.

**METHOD(S) OF EVALUATION:**
Observation of students' use of foods lab equipment and application of sanitation rules
Evaluation of students' bread product for taste and texture

**MATERIALS/RESOURCES:**
Textbook: Food for Today (Glencoe, 1986)
Selected cookbooks

**Activity Developed by:** **Name(s)** Alice Anne Berlage **School** GHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Planning a Budget

**COURSE(S):**
Practical Homemaking Skills

**GRADE(S):**
9 - 12

**OBJECTIVE(S):**
3.01 Relate the management of personal and family resources to achievement of goals

**CAREER/LIFE CONNECTION:**
Plan a budget based on income and goals
Reinforce SCANS Basic Skills (arithmetic); Thinking Skills (decision making); Personal Qualities (self-management); Competencies (resources)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher provides information on goal setting and budgeting.
2. Students create financial goals for their future families.
3. Based on their projected incomes, students use percentages to calculate the dollar amount they should spend on each expense group in their budget.

**METHOD(S) OF EVALUATION:**
Review of budget

**MATERIALS/RESOURCES:**
Lecture notes

**Activity Developed by:** **Name(s)**
Alice Anne Berlage

**School**
GHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Creative Writing

**COURSE(S):**
English III or IV

**GRADE(S):**
11 or 12

**OBJECTIVE(S):**
3.0 Write for a variety of purposes using all stages of the writing process
4.0 Plan for, prepare, and serve nutritious food (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Plan and prepare a favorite family recipe
Reinforce SCANS Basic Skills (writing, listening, speaking); Thinking Skills (creative thinking); Competencies (resources, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher and students discuss favorite recipes to introduce activity.
2. For homework, students talk to parents or other family member to acquire a favorite family recipe and write first draft.
3. Students write recipe, including ingredients and procedure as it might appear in a magazine or newspaper.

**METHOD(S) OF EVALUATION:**
Discussion
Final written product

**MATERIALS/RESOURCES:**
Writing materials

**Activity Developed by:** **Name(s)**
Ann Gautier

**School**
HHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Expository Speech

**COURSE(S):**
English III

**GRADE(S):**
11

**OBJECTIVE(S):**
6.02 Deliver a speech prepared for a specific purpose and audience, using effective verbal and nonverbal techniques
2.0 Demonstrate basic home maintenance and repairs (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Learn how to troubleshoot and repair problems in the home and orally teach others how to do the same.
Reinforce SCANS Basic Skills (writing, listening, speaking); Thinking Skills (problem solving); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Each student chooses an area of home maintenance or repair and becomes familiar with the vocabulary related to that specific area.
2. Teacher reviews outlining skills with students.
3. Students produce outlines for speeches designed to teach others specific home maintenance or repair procedures.
4. Students deliver expository speeches.
5. For homework, students and family members conduct home surveys to locate any potential problems.
6. Students report results of home survey to class.

**METHOD(S) OF EVALUATION:**
Vocabulary quiz
Written outline
Expository speech
Report on home survey

**MATERIALS/RESOURCES:**
Speech vocabulary and notes
Speech outline and aids

**Activity Developed by:** **Name(s)**
Ann Gautier

**School**
HHS

## INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Living Independently

**COURSE(S):**
English IV

**GRADE(S):**
12

**OBJECTIVE(S):**
3.0 Write for various purposes and audiences, using all stages of the writing process
5.0 Analyze, both orally and in writing, representative selections of British and other appropriate literature
All standards for Practical Homemaking Skills

**CAREER/LIFE CONNECTION:**
Discover the best advice adults can offer teenagers about becoming independent
Evaluate this advice in terms of one's own situation and incorporate that which will enhance his/her life
Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (decision making, reasoning); Personal Qualities (responsibility, self-esteem, self-management, integrity/honesty); Competencies (acquire, organize, evaluate information; use technology)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students develop a list of questions for an interview.
2. Teacher develops interview form.
3. Students conduct interviews with adults to obtain advice about becoming independent.
4. Groups of students discuss results.
5. Teacher and students read and discuss "Polonius' Advice to Laertes" from Hamlet (see attached).
6. Students use computer when synthesizing advice into a personal "Guide for Independent Living."

**METHOD(S) OF EVALUATION:**
Interview notes
Interpretation of Shakespeare
Self-evaluation and final revision of written "Guide"

**MATERIALS/RESOURCES:**
Survey form
"Polonius' Advice to Laertes"
Computer lab

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Gladys Pigman | RHS |

# POLONIUS' ADVICE TO LAERTES

WILLIAM SHAKESPEARE

In the following excerpt from Hamlet, Polonius is giving some advice to his son, Laertes, who is leaving England to go to school in France.

Those friends thou hast, and their adoption tried,

Grapple them to thy soul and with hoops of steel;

But do not dull thy palm with entertainment

Of each new-hatched, unfledged comrade. Beware

Of entrance to a quarrel; but being in,

Bear't that the opposed may beware of thee.

Give every man thy ear, but few thy voice;

Take each man's censure, but reserve thy judgment.

Costly thy habit as thy purse can buy,

But not expressed in fancy; rich, not gaudy;

For the apparel oft proclaims the man. . .

Neither a borrower nor a lender be;

For loan oft loses both itself and friend,

And borrowing dulls the edge of husbandry.

This above all: to thine own self be true,

And then it must follow, as the night the day,

Thou canst not then be false to any man.

**HINT**: Read the selection again. This time, substitute "you" for "thy", "your" for "thou" and "thine".

DEFINE using context clues

grapple

unfledged

censure

habit

proclaims

husbandry

LIST, in your own words, the seven pieces of advice this father gives to his son (on back)

**Is this advice relevant to you, a young adult who may be leaving home soon? Explain.**

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Writing Skills

**COURSE(S):**
Applied Communications I

**GRADE(S):**
11

**OBJECTIVE(S):**

5.0 Communicate orally and in writing in a clear and concise manner
4.01 Find, read, understand, and use information from books, manuals, directories, computer printouts, and other printed matter and electronic sources such as video display terminals
7.0 Plan for personal and family security (Practical Homemaking Skills)
8.0 Demonstrate computer literacy (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**

Use the computer to generate professional and personal documents which are clear, concise, and complete

Reinforce SCANS Basic Skills (reading, writing, listening); Thinking Skills (knowing how to learn); Personal Qualities (self-management); Competencies (resources, information, systems, technology)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. School Resource Officer gives presentation on home security.
2. In the classroom, students begin a rough draft on home security.
3. In the library, students research statistics, newspapers, and current articles on home security.
4. In the computer lab, students:
   - use computers properly;
   - use word processing to enter their compositions;
   - edit, proof, and reevaluate the effectiveness of their papers.

**METHOD(S) OF EVALUATION:**

Use of computer lab and library time
Finished compositions

**MATERIALS/RESOURCES:**

School Resource Officer
Media Specialist
Computer lab with printer and paper
Board
Handouts on computer usage and directions

**Activity Developed by:** **Name(s)**
Barbara Dukeman

**School**
RRHS

## INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Voting

**COURSE(S):**
American Government

**GRADE(S):**
11, 12

**OBJECTIVE(S):**

7.02 Identify the functions and organization of political parties (e.g., national committees, conventions, primary elections, platforms)

7.03 Explain the election process at the federal, state, and local levels

8.02 Identify the responsibilities of a United States citizen (e.g., participation in community service and political activities through voting, serving on juries, committee membership)

6.0 Demonstrate appropriate social skills (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**

Participate in election process

Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (decision making); Personal Qualities (responsibility); Competencies (interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students read, discuss, and answer questions in textbook.
2. Guest speaker from Pasco County Elections Office discusses election process.
3. Students register to vote.
4. Students make an election scrapbook concerning a current election (see attached project description).

**METHOD(S) OF EVALUATION:**

Oral responses
Quizzes and tests
Scrapbook

**MATERIALS/RESOURCES:**

Lecture notes
Guest speaker from Elections Office
Graphs
News magazines: Time, U.S. News and World Report, Newsweek

**Activity Developed by:** **Name(s)**
Dee Boles

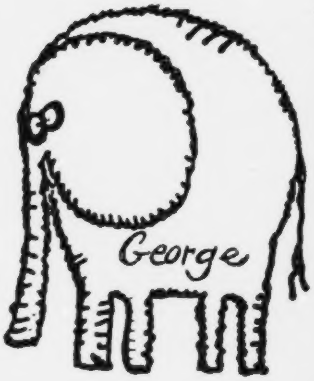
**School**
PCHS

September 17, 1992

# ELECTION '92

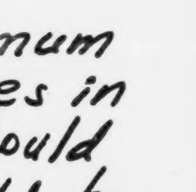
Due: November 6, 1992 Government Project

Make a scrapbook using articles and pictures from your newspapers and/or magazines at home.



All articles & pictures should be about the Bush/Quayle and/or Clinton/Gore campaigns. Pay special attention to articles dealing with the campaign issues, such as the economy, the environment and health insurance.

You should include a minimum of 20-25 articles and/or pictures in your scrapbook. Every article should be dated and its source should be identified. You also need to include an essay describing, in your own words, each of the four candidates.



## INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Bacterial Infestations in Food

**COURSE(S):**
Biology I

**GRADE(S):**
9 - 12

**OBJECTIVE(S):**
7.0 Differentiate structure and function of viruses, monerans and protists
4.04 Identify sanitation rules in the preparation and storage of food (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Observe safe practices in home kitchens; no "stomach" flu symptoms
Understand importance of food inspections in restaurants/businesses and "Employees must wash hands" rule for food service employees
Reinforce SCANS Basic Skills (listening, speaking); Thinking Skills (knowing how to learn); Competencies (systems, technology)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**
1. Teacher and students discuss bacteria and growth conditions.
2. Students take samples from counter tops, sinks, cutting boards, refrigerator shelves, hands.
3. Students grow bacterial samples.
4. Students count colonies of bacteria to see which area had the most.
5. After bacterial growth, students add disinfectant soaps (Lysol, Dial, Mr. Clean, Lestoil, industrial brands) to test bactericidal properties.

**METHOD(S) OF EVALUATION:**
Lab exam--identification of bacteria, pictures, collages
Safety procedures quiz to reinforce classroom safety rules

**MATERIALS/RESOURCES:**
Petri dishes
Agar
Microbiology equipment--inoculating loops, sterile gloves
Propane burners
Incubators
Bleach

**Activity Developed by:** **Name(s)**
Jane Goodwin

**School**
RHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Creating a Personal Recycling Plan

**COURSE(S):** Biology I

**GRADE(S):** 9 - 12

**OBJECTIVE(S):**
\12.01 Describe societal actions that could affect environmental quality
1.02 Organize a list of cleaning chores that would be done daily, weekly, monthly or seasonally in maintaining personal living space (Practical Homemaking Skills)
1.03 Establish a system of shared family responsibilities for maintaining the living space (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Create an awareness of the importance of recycling resources
Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (problem solving); Personal Qualities (responsibility); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher invites guest speaker from local waste management/recycling company to bring visual aids and discuss local recycling efforts.
2. Students find and summarize current article relating to recycling; groups discuss articles in class.
3. In groups of two or three, students sort through bags of "clean trash," grouping items according to recycling capabilities of community. Include "landfill" category; if #2 and #4 plastics only are recycled, students need to separate them from other plastics.
4. Students record findings on data sheet, categorizing the different types of recyclables.
5. Students calculate percentage of recyclable and non recyclable garbage.
6. Teacher and students discuss results and feelings.
7. Students develop flowchart for individual "life" of a recyclable material.

   example: milk jug → bank or pot for plant → recycle → park bench / toy / carpet
8. Students develop recycling plan for their home (containers' space; when, where to drop off)

**METHOD(S) OF EVALUATION:**
Personal recycling plan

**MATERIALS/RESOURCES:**
Large garbage bags containing a variety of "clean" waste products
Recycling bins
Maps for drop off spots
Phone numbers

**Activity Developed by:** **Name(s)** Charisse Cosgray

**School** RRHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Dissection of Stuffed Animals as an Alternative to Preserved Specimens

**COURSE(S):**
Biology I

**GRADE(S):**
10

**OBJECTIVE(S):**
9.01 Compare the vertebrate body plan with the invertebrate body plan.
5.03 Complete a simple sewing activity using machine or hand sewing techniques (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Activities by animal rights groups have made traditional dissection labs controversial. While not advocating the elimination of these labs, this activity can serve as an economical supplement or possible alternative for one or more species.
Reinforce SCANS Basic Skills (reading, speaking, listening); Thinking Skills (decision making); Competencies (resources, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**
1. Teacher and students save empty clam shells from the "Seafood Feast."
2. Using diagrams and the empty clam shells (valves), students construct the body of a clam out of felt material.
3. Students color code body parts (gills, visceral mass, heart, mantle, incurrent and excurrent syphons) for later identification by other students.
4. Students discuss pros and cons of traditional dissection and alternatives.

**METHOD(S) OF EVALUATION:**
Identification of body parts listed above using a fabric model of a clam
Student evaluation of activity

**MATERIALS/RESOURCES:**
Classroom textbooks and diagrams
Felt
Hand sewing supplies

**Activity Developed by:** **Name(s)**
Linda Dale
**School**
GHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Home Maintenance Schedule

**COURSE(S):**
Physical Science

**GRADE(S):**
11, 12

**OBJECTIVE(S):**
1.05 Identify the appropriate sequence of events within a given situation
2.04 Organize a weekly, monthly and seasonal schedule for maintaining the home (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Understand the importance of planning and following a schedule in home maintenance.
Reinforce SCANS Basic Skills (writing); Thinking Skills (knowing how to learn); Personal Qualities (self-management); Competencies (resources, interpersonal, technology)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Groups of four students decide on list of necessary home maintenance chores, e.g., plumbing, electrical, etc.
2. Teacher familiarizes students with plumbing, electrical, security, lawn maintenance, lighting systems.
3. Groups of students prepare spreadsheet with times and technical directions for maintenance of home systems.
4. Groups of students present panel discussions on how specific equipment works, e.g., security system, electrical system, etc.

**METHOD(S) OF EVALUATION:**
Quiz on following directions
Computer use

**MATERIALS/RESOURCES:**
Computers
ClarisWorks software
Advice, textbooks, diagrams from construction teachers
Marchman Vocational Center instructors

**Activity Developed by:** **Name(s)**
Jane Goodwin

**School**
RHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Laboratory Safety

| **COURSE(S):** | **GRADE(S):** |
|---|---|
| Biology I | 9 - 12 |

**OBJECTIVE(S):**
1.07 Practice accepted safety procedures in manipulating laboratory equipment and materials
1.02 Organize a list of cleaning chores that would be done daily (Practical Homemaking Skills)
1.03 Establish a system of shared family responsibilities for maintaining the living space (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Provide a safe and clean environment for laboratory situations and daily life
Reinforce SCANS Basic Skills (writing, listening, speaking); Personal Qualities (responsibility, self-management); Competencies (resources, interpersonal, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher and students discuss safety procedures and clean-up.
2. Students set up chart for safety and clean-up.
3. Students check off daily maintenance to be completed pre- and post-lab situations.

**METHOD(S) OF EVALUATION:**
Checklist
Quiz
Observation

**MATERIALS/RESOURCES:**
Biology text
Charts on lab safety
Checklist

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Tamara Davies | PCHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Metric Measurement

**COURSE(S):**
Physical Science

**GRADE(S):**
9 - 12

**OBJECTIVE(S):**

1.0 Use the scientific method to solve problems, employ metric measurements, and demonstrate safe and effective use of laboratory instruments

1.01 Determine how lifestyles affect living space needs for the individual and the family (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Become efficient in measuring using the metric system at home and at work
Reinforce SCANS Basic Skills (reading, writing, mathematics); Thinking Skills (problem solving); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students study metric units of length, volume, mass, and temperature.
2. Students practice measuring objects, space, and the body with metric units.
3. Given different lifestyle scenarios, students determine--in metric units--living space needs for the family.

**METHOD(S) OF EVALUATION:**
Worksheets
Labs
Scenario solutions

**MATERIALS/RESOURCES:**
Meter stick, metric tape
Graduate milliliter
Liter
Scale Metric
Metric bath scale

**Activity Developed by:** **Name(s)**
Tamara Davies

**School**
PCHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Nutrition and Digestion

**COURSE(S):**
Biology I

**GRADE(S):**
9

**OBJECTIVE(S):**
10.01 Explain primary structure and function of each system of the human body
10.02 List and describe levels of organization in living systems in the proper order: organelle, cell, tissue, organ, system, organism
4.0 Plan for, prepare, and serve nutritious food (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Learn that healthy habits lead to a healthy life at any age
Reinforce SCANS Basic Skills (reading, writing, mathematics, listening, speaking); Thinking Skills (creative thinking, decision making, problem solving, reasoning); Personal Qualities (responsibility); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students read and discuss chapter 30, "Nutrition and Digestion," from Biology: The Living World (Prentice-Hall, 1989) and describe the structure and function of the digestion system.
2. Students watch video: Introducing Biology #10, "Digestion," (1975, 28 minutes, from Instructional Television, Florida Department of Education, Room B-24 Collins Building, 107 W. Gaines Street, Tallahassee, Florida 32399-0400).
3. In pairs, students complete "Using Biology Skills" worksheets from chapter 30, Biology: The Living World Resource Book:
   - evaluate a diet in terms of recommended servings from the four basic food groups ("Calculating Nutrients Available in Fast Foods," pages 209-210);
   - explain what happens during the digestion of food ("Analyzing Digestion in the Stomach," pages 201-202);
   - design an 1800 calorie balanced daily diet ("Designing a Diet," pages 211-212).
4. Guest speaker discusses some dietary problems and their effects on health.
5. Students view video ("Diet Unto Death: Anorexia Nervosa," 1980, 16 minutes, from Coronet/MTI, 108 Wilmot Road, Deerfield, IL 60015; 1-800-777-8100).
6. Students write about their feelings for the person portrayed in the video or their questions, opinions, and reactions.

**METHOD(S) OF EVALUATION:**
Daily menu for teen-age male and teen-age female ("Problem Solving," pages 236-237, from Biology: The Living World, Prentice-Hall, Inc., 1989)

**MATERIALS/RESOURCES:**
Biology: The Living World and Resource Book (Prentice-Hall, Inc., 1989)
Videos
Guest Speaker

**Activity Developed by:** **Name(s)**
Vicki Besack

**School**
LOLHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Consumer Choices and Purchases

| **COURSE(S):** | **GRADE(S):** |
|---|---|
| Explorations in Mathematics I | 9 - 10 |
| Geometry, Geometry Honors | 9 - 12 |
| Algebra I | 9 - 12 |

**OBJECTIVE(S):**
1.02 Develop an understanding of ratio, proportion, and percent (Explorations in Math I)
3.0 Use quantitative tools to explore real-world data (Explorations in Math I)
4.0 Use a variety of mathematical models to solve real-world problems (Explorations)
3.0 Develop an understanding of an axiomatic system (Geometry)
4.02 Represent functions and relations with ordered pairs, mappings, tables, and Cartesian graphs (Algebra I)
3.02 Describe the effects of advertising on consumer purchases (Practical Homemaking Skills)
3.03 Apply the decision making process to consumer choices (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Learn ways to get the most for the dollar in consumer purchases
Reinforce SCANS Basic Skills (reading, writing, mathematics, listening, speaking); Thinking Skills (decision making); Personal Qualities (responsibility); Competencies (resources, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Explorations in Mathematics teacher and students discuss comparison shopping by determining unit price (ratio and proportion); students solve attached problems ("Wise Buys," pages 1-8, from Watch Your Wallet by the Minneapolis General Math Project. Copyright 1983 by Dale Seymour Publications; "Unit Pricing and Finding the Better Buy," Mathematics with Business Applications, Third Ed., Problems and Simulations. Glencoe, 1993, page 42).
2. Algebra students complete MAPS PLUS Student Workbook for Statistics, pages 9-14 (attached), by Dr. Grayson H. Wheatley, Florida State University; students read charts and graphs in Consumer Reports to find best buys for the dollar.
3. Geometry students study mathematical logic (UCSMP Geometry, Scott Foresman, 1990, pages 65-80, 630-639 ); students collect newspaper and magazine ads, evaluate logic used in ad, and compare it to mathematical logic.

**METHOD(S) OF EVALUATION:**
Research at grocery store to determine best buy based on cost and size of item (justify answer)
Research in Consumer Reports to determine best refrigerator for best price (cite graphs and research to justify decision)
Comparison of mathematical logic to logic in ads

**MATERIALS/RESOURCES:**
Tape: "How to Make Good Decisions" (Pleasantville Media, 1983)
Class textbooks
Newspaper and magazine ads; price lists
Consumer Reports

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Jill Nielsen | RRHS |

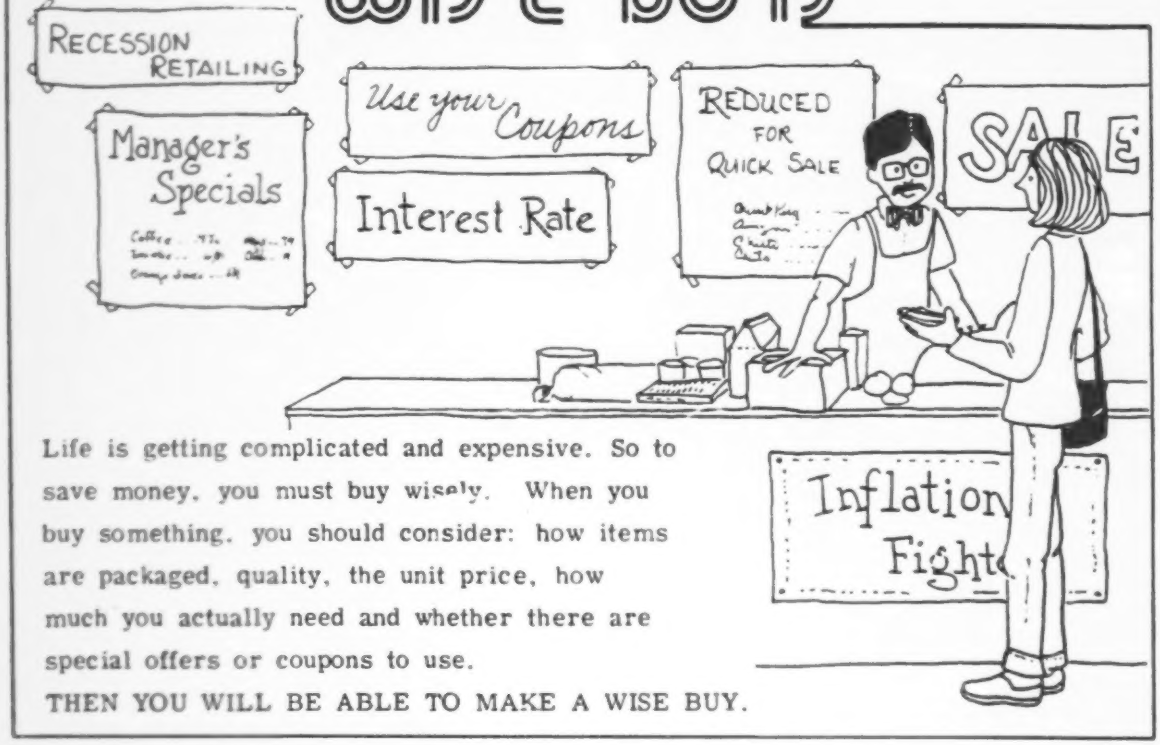
The Minneapolis General Math Project

# WATCH YOUR WALLET

## Consumer Math

DALE
SEYMOUR
PUBLICATIONS
P O BOX 10888
PALO ALTO CA 94303

# WISE BUYS


RECESSION RETAILING
Manager's Specials
Use your Coupons
Interest Rate
REDUCED FOR QUICK SALE
SALE
Inflation
Fight

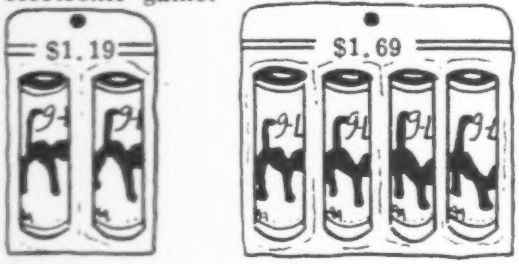
Life is getting complicated and expensive. So to save money, you must buy wisely. When you buy something, you should consider: how items are packaged, quality, the unit price, how much you actually need and whether there are special offers or coupons to use.

THEN YOU WILL BE ABLE TO MAKE A WISE BUY.

## Quantity Buying

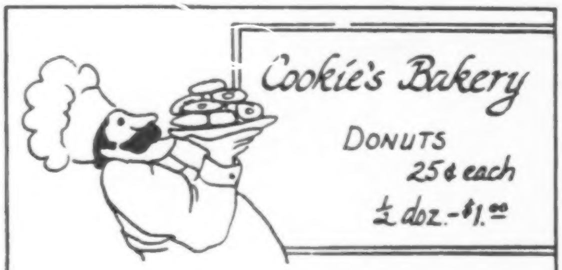
Sometimes, if you can use more than one of an item, it's a WISE BUY to buy a larger quantity or package of that item.

You need 4 batteries for your new electronic game.



Which is a better buy ...

two 2-packs at $1.19 per pack or one 4-pack for $1.69 ? ____________ (1)


Cookie's Bakery
DONUTS
25¢ each
½ doz.-$1.00

If you want 6 donuts, which is the best way to buy them, individually or by the ½ dozen? ____________ (2)

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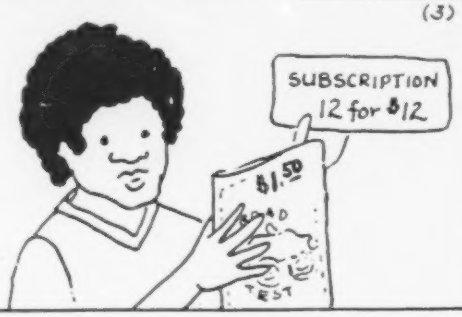
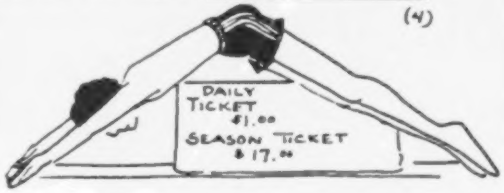
## Now do these...

Eric has been buying his favorite magazine each month at the store. His friend Ramon gets the same magazine through a subscription. Which is the WISE BUY? ________ (3)



Louise and Paul have been thinking ahead to summer and swimming. Paul thinks he'd go swimming about once a week for the 12 weeks of vacation. Which type of ticket should he buy? ________ (4)

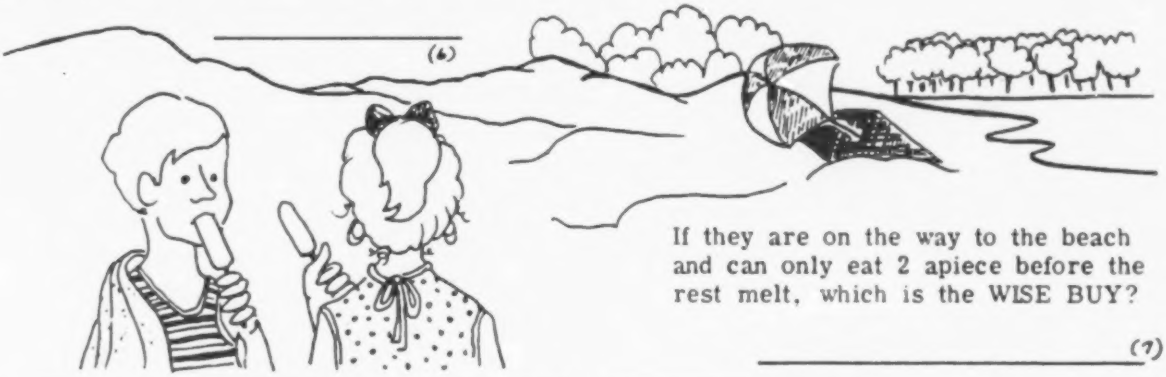


Louise plans to swim several times a week. Which type of ticket will give her a WISE BUY?

________ (5)

Jane and Ed are buying Frozen Pops. They can each buy one for $.30 or they can buy a box of six for $1.32. For six pops, which would be the WISE BUY?

________ (6)



If they are on the way to the beach and can only eat 2 apiece before the rest melt, which is the WISE BUY?

________ (7)

Marie likes to play the juke box. She can select 2 songs for 25¢ or 5 songs for 50¢. Which would give the most music for her money? ________ (8)

Bertram is into comic books. He can buy one for 49¢ or three for 99¢. How can he get the most laughs for his money? ________ (9)

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## GUM SHOPPE

If you chew a pack of gum each day for 180 days, is it better to buy gum in individual packs or in packages of ten packs?

| | 1 pack of gum for 25¢ | 10 packs of gum for 99¢ |
|---|---|---|
| | How many packs for 180 days? | How many 10-packs for 180 days? |
| | ______ (10) | ______ (12) |
| Total cost for 180 days. | ______ (11) | ______ (13) |

Which is the WISE BUY? ______ (14)

How much will you save in 180 days by buying the WISE BUY? ______ (15)

## COLA CORNER

If you drink a 12 oz. can of cola every day for 180 days, is it better to buy the pop in individual cans, in 6-packs, or in 12-packs?

| | **Machine** **40¢ / can** | **6-pack** **for $2.19** | **12-pack** **for $3.99** |
|---|---|---|---|
| | How many cans for 180 days? | How many 6-packs for 180 days? | How many 12-packs for 180 days? |
| | ______ (16) | ______ (18) | ______ (20) |
| Total cost for 180 days | ______ (17) | ______ (19) | ______ (21) |

Which is the WISE BUY? ______ (22)

If you could buy the 12-pack on sale for $2.99, how much would you save (for the 180 day period) over buying the individual cans? ______ (23)

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# Unit Buying

Comparing the cost of products through UNIT PRICING is another method of finding WISE BUYS.

**TO FIND THE UNIT PRICE OF A PRODUCT . . .**

**Divide the selling price by the number of units.**

**A unit may be oz., lbs., qts., etc., or just the number of items in a package.**

## Here are some examples.

A package of 8 ballpoint pens costs $.88.

What is the price per pen? ______ (24)

number of units (pens)

$$\begin{array}{r} .11 \\ 8\overline{).88} \end{array}$$

this is the unit price

selling price

A 10 oz. bag of potato chips costs $1.60.

What is the price per ounce? ______ (25)

$$\underline{\quad}\overline{)1.60}$$

unit price

Unit prices don't always come out exactly in two decimal places. When this happens, figure them out to 3 decimal places.

A package of 4 candy bars costs $.79.

What is the price per bar? ______ (26)

$$\begin{array}{r} .197 \\ 4\overline{).790} \\ \underline{4} \\ 39 \\ \underline{36} \\ 30 \\ \underline{28} \\ 2 \end{array}$$

This is almost $.20

25 pounds of cat sand costs $2.29.

What is the price per pound? ______ (27)

$$\underline{\quad}\overline{)\underline{\qquad}}$$

Work to 3 decimal places.

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# MEALTIME

What's another name for a cube steak dinner?

A ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

1 4 9 8 5 10 2 11 3 6 7

To answer this question, figure out each unit price below. Then find each answer in the Code Box and put the corresponding letter above the problem number in the message. The first one is done for you.

**1.** 4 donuts for $.64 - price per donut $ .16

**2.** 15 oz. for $1.56 - price per oz. $_______

**3.** 5 gal. for $6.15 - price per gal. $_______

**4.** 50 napkins for $.79 - price per napkin $_______

**5.** 8 oz. for $.96 - price per oz. $_______

**6.** 3 kg for $6.98 - price per kg $_______

**7.** 3 bottles for $.81 - price per bottle $_______

**8.** 16 gal. for $20.32 - price per gal. $_______

**9.** 15 lbs. for $12.35 - price per lb. $_______

**10.** 6 sponges for $.87 - price per sponge $_______

**11.** 48 g for $8.64 - price per g $_______

## Code Box

| | |
|---|---|
| .015 | S |
| .104 | E |
| .12 | A |
| .145 | R |
| .16 | A |
| .18 | M |
| .27 | L |
| .823 | Q |
| 1.23 | E |
| 1.27 | U |
| 2.326 | A |

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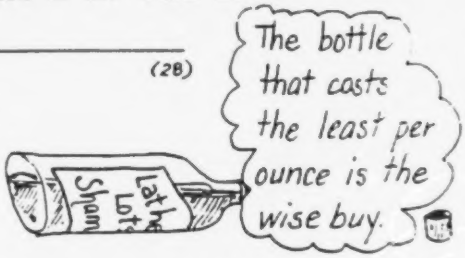
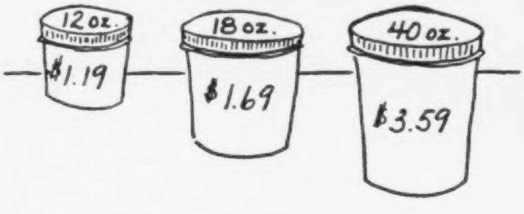
★ Here are some situations in which UNIT PRICING helps you find the WISE BUY. Work unit prices out to 3 decimal places if they don't come out evenly.

An 11 oz. bottle of shampoo costs $2.86 and a 15 oz. bottle costs $3.30. Which is the WISE BUY?

________ (28)

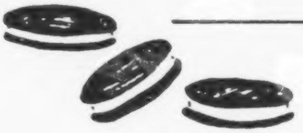

The bottle that costs the least per ounce is the wise buy.
Lather Lots Sham

Andy eats lots of peanut butter and wants to get the most for his money. Circle the WISE BUY. (29)


12 oz.
$1.19
18 oz.
$1.69
40 oz.
$3.59

**Use unit pricing to compare the costs of different sizes of a product.**

One package of Super Cookies contains 27 cookies and costs $1.49. Another brand contains 18 cookies and costs $1.09. Which is the WISE BUY?



________ (30)

**Use unit pricing to compare different brands of a product.**

A 7 oz. bag of potato chips costs 99¢. An 8 oz. box of potato chips costs $1.09. Which is the WISE BUY?

________ (31)

**Use unit pricing to compare different kinds of packaging for a product.**

Tea comes in several forms: loose, bags or instant.

Loose Tea
$2.16
makes 100 cups

Tea Bags
$1.58
makes 48 cups

Instant Tea
$2.05
makes 120 cups

Instant Tea with lemon & sugar
$2.55
makes 45 cups

$ ______ per cup (32)
$ ______ per cup (33)
$ ______ per cup (34)
$ ______ per cup (35)

Which is the WISE BUY? ________ (36)

**Use unit pricing to compare different types of a product.**

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# Convenience Buying

Convenience foods are just that - prepared for you, therefore convenient - but they often can be very expensive. To make a WISE BUY, compare the cost of convenience and non-convenience foods.

Cassandra and her friends want to make pizzas. While shopping they noticed that grated cheese was $2.34 per lb. and ungrated was $2.19 per lb. How much does grating the cheese add to the price per lb.?

________________ (37)

When might it be worth it to buy the grated cheese? ________________ (38)

Jason noticed that ground beef made into patties at the store costs $1.30 per lb., that a 1 lb. lump of ground beef costs $1.19 per pound and that a 5 lb. lump costs $.99 per pound. Which is the WISE BUY?

________________ (39)

What makes the others more expensive?

________________ (40)

Fred is hungry for macaroni and cheese. He found a prepared package in the freezer at the store for $1.19. His brother found a make-it-yourself box for $.33 to which he has to add a little milk and butter. Which would be the WISE BUY? ________________ (41)

When might you buy the prepared package?

________________ (42)

Emily likes cupcakes. She can buy a dozen for $2.60 or she can make them. A quickie cake mix costs 39¢ and the frosting costs 45¢. She'd have to add 1 egg. About how much would it cost her to make them?

________________ (43)

About how much would she save by making the cupcakes? ________________ (44)

Bill and his five friends want 2 hamburgers apiece for lunch. Karla suggested that they go to the Burger Shack where each $\frac{1}{4}$lb. hamburger costs $.80. Bill thought that they should buy hamburger and buns at the store and make their own.

Find the total cost of each method and circle the WISE BUY. (48)

3 lbs. hamburger for $1.19 per pound: ________ (45)

12 hamburger buns: .97

Total Cost: ☐ (46)

12 Burger Shack burgers for $.80 each:

Total Cost: ☐ (47)

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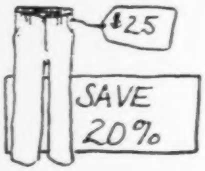
# Sale Buying

Keeping your eyes open for sale prices on items is often a good way to make a WISE BUY.

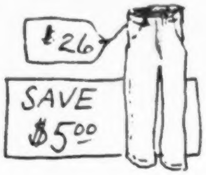
Both Savers City and the Circle Store are having big Anniversary Sales. Decide which has the WISE BUY.

## JEANS

Savers City



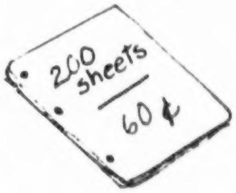
Circle Store



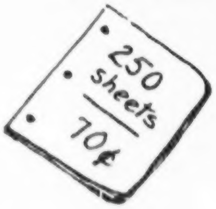
Which has the WISE BUY? ______ (49)

## NOTEBOOK PAPER

Savers City


200 sheets
60¢

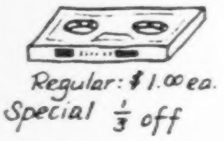
Circle Store


250 sheets
70¢

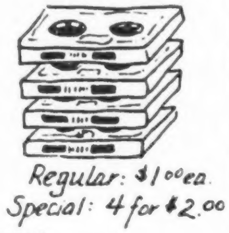
Which has the WISE BUY? ______ (50)

## CASSETTE TAPES

Savers City


Regular: $1.00 ea.
Special 1/3 off

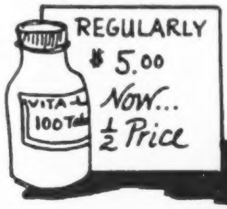
Circle Store


Regular: $1.00 ea.
Special: 4 for $2.00

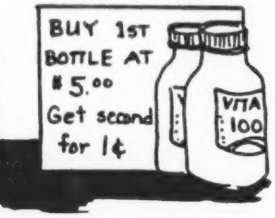
Which has the WISE BUY? ______ (51)

## VITAMINS

Savers City


REGULARLY
$5.00
Now...
1/2 Price
VITA-L
100 Tab

Circle Store


BUY 1ST
BOTTLE AT
$5.00
Get second
for 1¢
VITA
100

Which has the WISE BUY? ______ (52)

At the grocery store, generic or plain label products are usually less expensive than name brand products.

Figure out how much you can save on these products.

| | NATIONAL BRAND | GENERIC | SAVINGS |
|---|---|---|---|
| Potato chips | $1.80 | $1.35 | ______ (53) |
| Ice cream | $1.69 | $1.39 | ______ (54) |
| Dog food | $ .39 | $ .23 | ______ (55) |
| Dry roasted peanuts | $2.99 | $1.89 | ______ (56) |
| Spaghetti sauce | $1.37 | $ .89 | ______ (57) |
| Shampoo | $2.87 | $1.99 | ______ (58) |

If you don't like the product, it may not be worth the savings.

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UNIT Wise Buys ANSWER KEY

1. 1 4-pack for $1.69
2. by the ½ dozen
3. subscription
4. daily ticket
5. season ticket
6. 6/$1.32
7. individual pops (4/$1.20)
8. 5/50¢
9. 3/99¢
10. 180
11. $45
12. 18
13. $17.82
14. 18 10-packs
15. $27.18
16. 180
17. $72
18. 30
19. $65.70
20. 15
21. $59.85
22. 15 12-packs
23. $27.15
24. $.11
25. $.16
26. $.197
27. $.091
28. 15 oz. / $3.30
29. 40 oz. / $3.59
30. 27/$1.49
31. 8 oz. box
32. $.021
33. $.032
34. $.017
35. $.056
36. instant tea
37. $.15
38. Answers will vary
39. 5 lb. lump
40. Answers will vary
41. $.33 box
42. Answers will vary
43. about $1.00
44. about $1.60
45. $3.57
46. $4.54
47. $9.60
48. $4.54 - making their own
49. Savers City
50. Circle Store
51. Circle Store
52. Savers City
53. $.45
54. $.30
55. $.16
56. $1.10
57. $.48
58. $.88
59. $1.12
60. $1.38
61. $.34
62. $.72
63. $.24
64. $1.43
65. $1.29
66. $.14
67. Generic
68. $.69

PUZZLE ANSWER
page 5
(Message Puzzle)

A SQUARE MEAL

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Name ______________________________ Date ______________

LESSONS 5-3, 5-4

## Unit Pricing and Finding the Better Buy

Many grocery stores give unit price information for the products they sell. You can use this information to determine which size of a product is the better buy based solely on price. The unit price of an item is its cost per unit of measure or count.

$$\text{UNIT PRICE} = \frac{\text{PRICE PER ITEM}}{\text{MEASURE OR COUNT}}$$

---

**1.** Willis Rusch recently purchased a 48-oz can of shortening. The total purchase price was $2.99. What was the price per ounce? ______

**2.** Leslie Thompson sees that tea bags are on sale for $2.49 for a 100-count box. What is the price per bag? ______

**3.** Ron Wilcox wants to purchase some pickles. An 18-oz jar costs $2.49 while a 48-oz jar costs $6.60.

**a.** What is the unit price of each? ______

**b.** Which is the better buy? ______

**4.** Connie Stafford wants to purchase some pineapple. A 12-oz can costs $0.79 while an 18-oz can costs $1.04.

**a.** What is the unit price of each? ______

**b.** Which is the better buy? ______

**5.** The Food Town Store sells sandwich bags. The 75-count box costs $0.79. The 125-count box costs $1.29.

**a.** What is the unit price of each? ______

**b.** Which is the better buy? ______

**6.** The Shopperland Supermarket sells 3 sizes of the same brand of pork and beans. The 16-oz cans are priced 3 for $1.39; the 32-oz cans are priced 2 for $1.89; the 54-oz cans cost $1.61 each. Which is the best buy? ______

**7.** You are shopping for the best buy on your favorite brand of instant mashed potatoes. The potatoes are available in an 8-oz bag for $0.89, a 16-oz bag for $1.47, or a 32-oz bag for $2.99. Which size is the best buy? ______

**8.** Plastic wrap can be purchased for $1.09 for 100 feet, $1.55 for 200 feet, or $2.09 for 275 feet. Which is the best buy? ______

**9.** You are purchasing cotton swabs that come in 2 different sized containers. One box has 300 swabs for $1.99 and the other box is specially marked 30% more swabs for the same price. How much will you save per swab by buying the larger box? ______

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from Mathematics with Business Applications, Third Edition, Problems and Simulations, 1993

## MAPS -- Statistics

Name________________________
Period____Date________________

### Food Bar

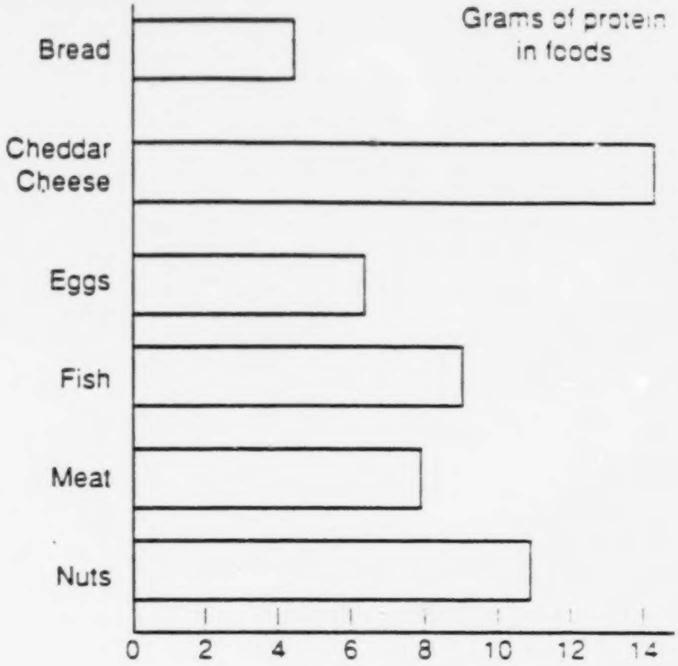
Answer these questions.

1) What information does this bar graph show?

2) What important information is missing?

3) Is the graph a "fair" graph, or is it misleading?

4) If it is misleading, why is it misleading? If not, why not?



Answer these questions.

1) How many hamburgers did each drive-in sell during July?

Arnold's ____________________

Bob's ____________________

Burger Queen ________________

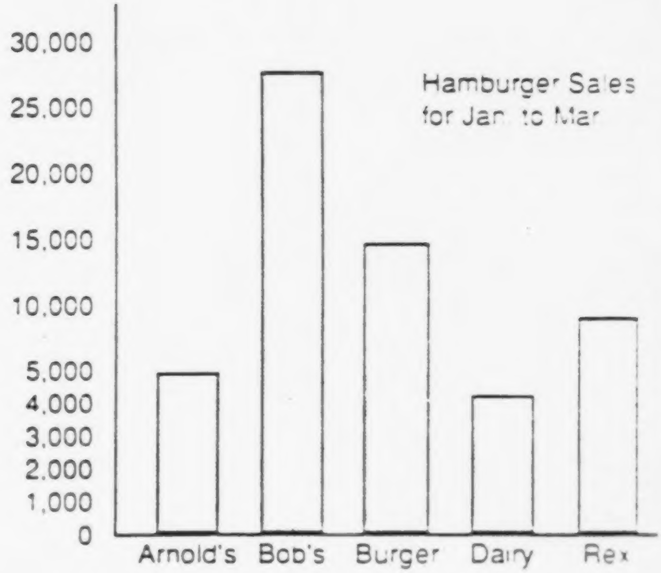
Dairy King __________________

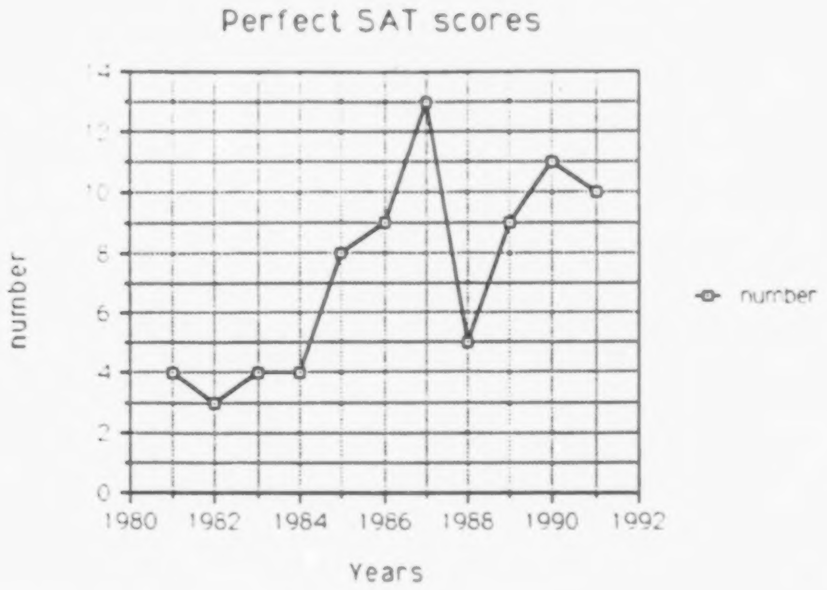
Rex ____________________

2) Is the graph a "fair" graph, or is it misleading?

3) If it is misleading, why is it misleading? If not, why not?

4) Redraw the graph to make it fair.





Use the graph "Perfect SAT Scores" to answer the following questions.

Which year had the largest number of perfect SAT scores?____________________

Which year had the lowest number of perfect SAT scores?____________________

How many more perfect SAT scores were there in 1985 than in 1984?________________

Between which two years was there the greatest increase in the number of perfect SAT scores?____________________

What do you think could have caused that increase?____________________

________________________________________

How many more perfect SAT scores were there in 1991 than in 1981?________________

Between which years did the number of perfect SAT scores remain the same?

________________________________________

What does this graph seem to suggest about the number of perfect SAT scores?____________________

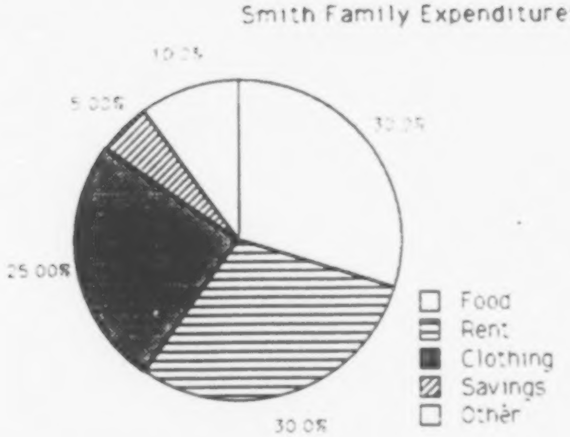
________________________________________

Using the information on the graph how many perfect SAT scores would you predict for 1992? Why?____________________

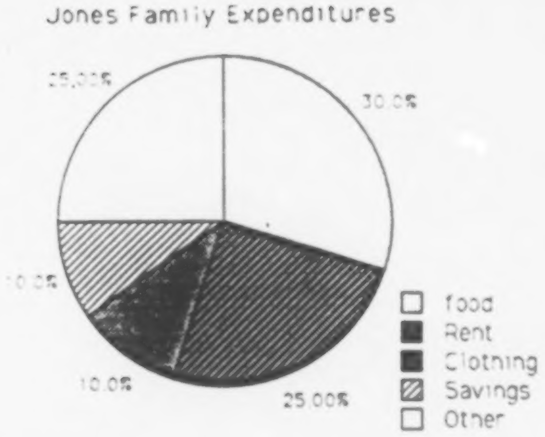
________________________________________

________________________________________

________________________________________



Smith Family Expenditures



Jones Family Expenditures

Use the circle graphs "Smith Family Expenditures" and "Jones Family Expenditures" to answer the following questions.

What percent of the Smith's family Income is spent on food? on Clothing?

What item does the Smith family spend the most on? the least?

What item does the Jones family spend the most on? the least?

Who spends the biggest percent of their income on rent?

Who pays the most money in rent?

Before you can determine how much money is spent on rent what do you need to know?

What items do the Jones spend the same amount on?

Do you know how much money the Smiths spend on food?

Do the Smiths spend more on food or more on clothing?

Speculate on why the Smiths spend a larger percentage of their income on food, rent and clothing than the Jones.

Do the Smiths have less money to spend on other things than the Jones?

What conclusions can you draw from these two graphs?

Name__________________________

Period____Date_______________

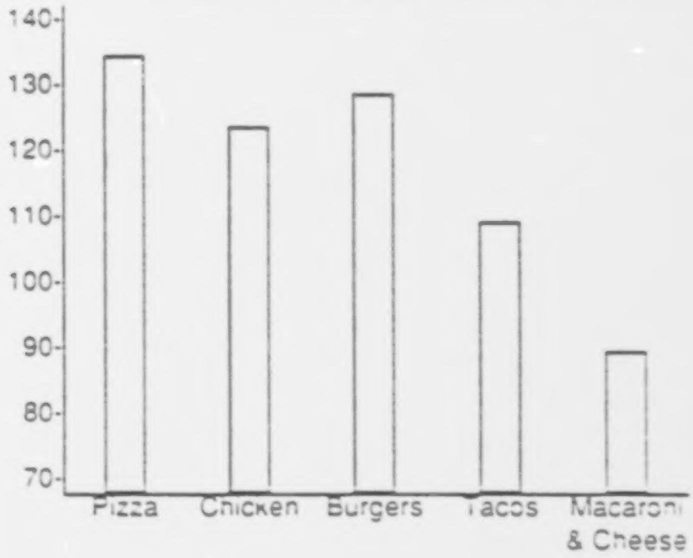
# Cooking up the Right Graph

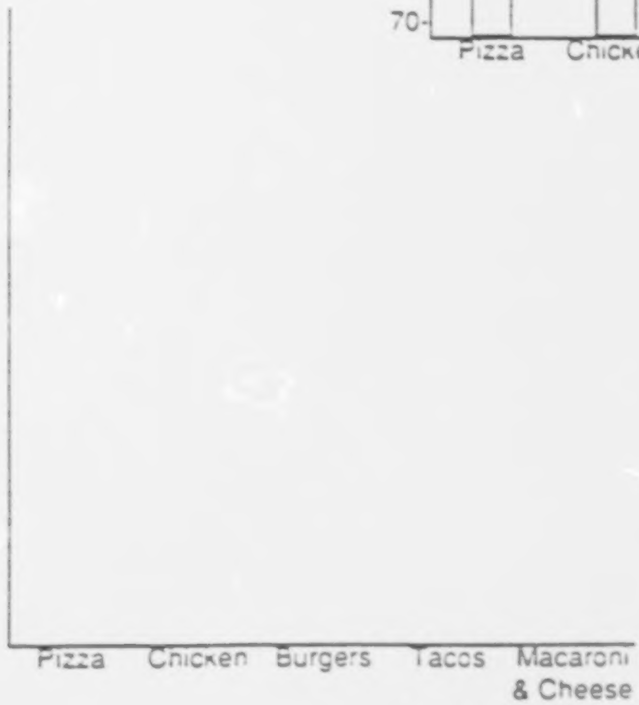
The students in Mr. Johnson's class wrote a questionaire to find out which lunch meal was their favorite. The first five choices were these.

| Meal | Number of Students |
|---|---|
| Pizza | 135 |
| Chicken | 122 |
| Hamburgers | 129 |
| Taco's | 110 |
| Macaroni and Cheese | 90 |

They made the following bar graph and claimed that no one liked macaroni and cheese.

Do you agree with them? If not, redraw the graph below to make a fair graph.



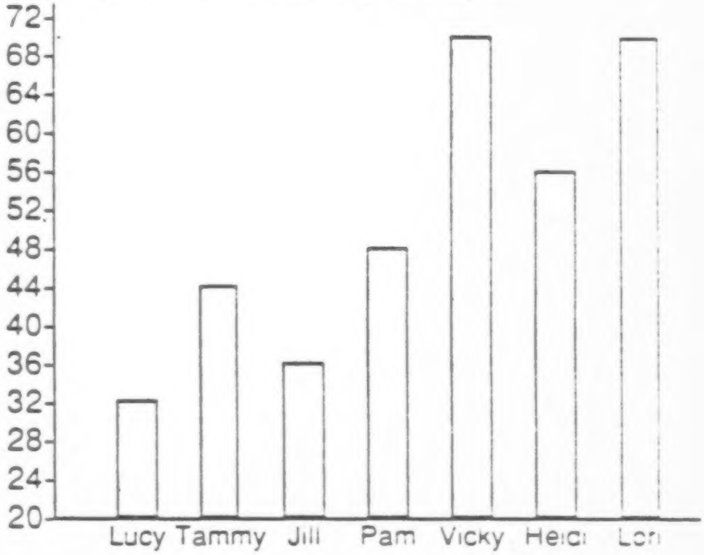


MAPS – Statistics

Name ____________________
Period ____ Date ____________

# "Cookie"ing up a "Crumb"ly Graph

The bar graph shows the total boxes of Girl Scout cookies sold by each girl in the patrol.



1) Look at the height of the bars for Lucy and Tammy. Tammy's bar appears to be ________ times as high as Lucy's bar.

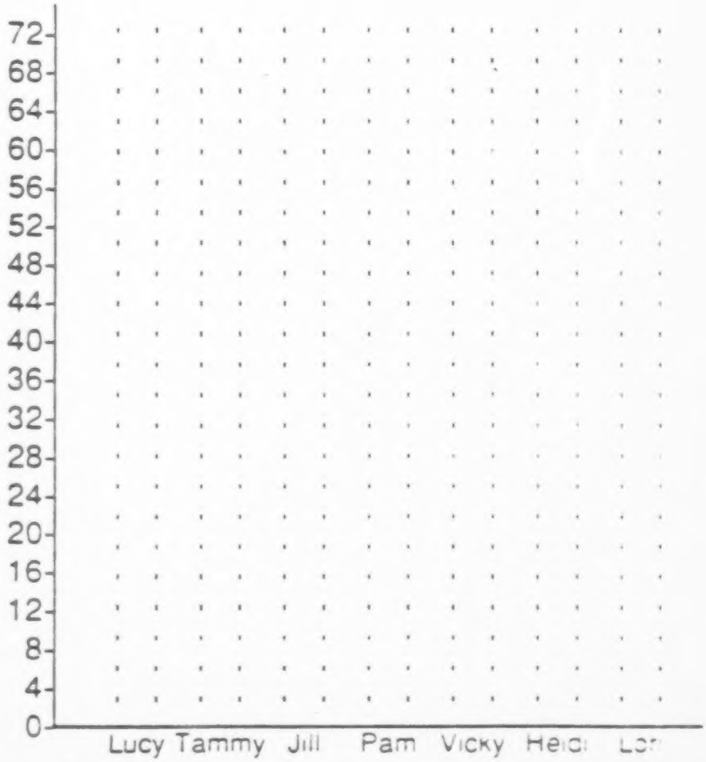
2) Tammy sold ________ boxes. Lucy sold ________ boxes. Has Tammy sold twice as many boxes as Lucy?

3) Look at Heidi's bar and Lucy's. Heidi's bar appears ________ times as high as Lucy's.

4) Heidi sold ________ boxes. Has Heidi sold three times as many boxes as Lucy?

5) Does the graph seem to mislead you even though the sales are reported correctly? ____________________

6) Use the information from the top graph to complete the bar graph to the right. Shade each bar to the appropriate height.



7) In the new bar graph, how does the height of Lori's bar compare to the height of Lucy's bar? ____________
____________________
Has Lori sold twice as many boxes as Lucy? ____________

8) How does the scale on the bvottom graph differ from the scale on the top graph. ______
____________________

from Statistics & Information Organization, Mathematics Resource Project (1976) Creative Publications, Inc., Palo Alto, CA.

Use the following information to draw bar graphs.

Budgets for Agencies in Everytown, U.S.A.

| | |
|---|---|
| YMCA | $ 30,000 |
| YWCA | $ 25,000 |
| Boy Scouts | $ 15,000 |
| Girl Scouts | $ 10,000 |
| 4-H | $ 13,000 |

2. Baseball Attendance

| Game | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| attendance | 25643 | 24877 | 31022 | 28456 | 35976 | 29650 |

Use the following information to draw line graphs.

3. Class attendance

| | |
|---|---|
| Monday | 23 |
| Tuesday | 25 |
| Wednesday | 22 |
| Thursday | 24 |
| Friday | 23 |

4. High and Low temperatures

| Day | Highs | Lows |
|---|---|---|
| Sunday | 65 | 53 |
| Monday | 68 | 50 |
| Tuesday | 62 | 49 |
| Wednesday | 55 | 40 |
| Thursday | 57 | 41 |
| Friday | 53 | 37 |
| Saturday | 58 | 40 |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Converting Recipes

**COURSE(S):**
Applied Mathematics I

**GRADE(S):**
11 - 12

**OBJECTIVE(S):**
7.2 Identify, write, and solve proportions from information given in practical work-related problems
6.02 Plan for, prepare, and evaluate a social activity for family or others (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Practice converting recipes by increasing and decreasing proportions needed to serve different numbers of people
Review multiplication of fractions
Reinforce SCANS Basic Skills (arithmetic/mathematics); Thinking Skills (reasoning); Competencies (resources, interpersonal, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**
1. Teacher sets the scene: groups of students will convert their favorite recipes to serve guests at parties of varying sizes.
2. Teacher assigns students to groups.
3. Students in each group convert recipes for designated number of persons going to their party.

**METHOD(S) OF EVALUATION:**
Written results of the groups

**MATERIALS/RESOURCES:**
Recipe cards

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Kathleen Butler | RHS |
| | Craig Schneider | GHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Managing Personal and Family Resources

| **COURSE(S):** | **GRADE(S):** |
|---|---|
| Explorations in Mathematics I | 9 - 12 |

**OBJECTIVE(S):**
3.01 Collect data and organize into a line graph, bar graph, circle graph or table
3.01 Relate the management of personal and family resources to achievement of goals (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Enable students to relate the management of personal and family resources to achievement of goals by creating a monthly budget
Reinforce SCANS Basic Skills (reading, arithmetic); Competencies (resources)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**
1. Students obtain statistics on daily living expenses from various resources.
2. Students group expenses into categories.
3. Students figure percentages of monthly budget for each category.
4. Students present monthly budget in both chart and graph form.

**METHOD(S) OF EVALUATION:**
Charts, graphs

**MATERIALS/RESOURCES:**
Newspapers
Magazines
Pamphlets from Consumer Credit Services

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Craig Schneider | GHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Nutrition

**COURSE(S):**
Applied Mathematics I

**GRADE(S):**
11

**OBJECTIVE(S):**
1.3 Compute solutions to real-world problems involving rational numbers and percents, using calculators when appropriate
4.0 Plan for, prepare, and serve nutritious food (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Demonstrate how good nutrition affects health and budget
Show the money saved living on a good diet instead of junk food
Reinforce SCANS Basic Skills (mathematics); Thinking Skills (decision making); Personal Qualities (self-management); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students keep track of food eaten for one week, weighing themselves at beginning and end of the week.
2. Students calculate calories, percentages of food from each food group, weight gain or loss for the week, and cost.
3. Students plan a healthy menu using percentages to choose how much of each food group they should have.
4. Students live on this diet for one week to see what difference it makes.
5. Students calculate the cost and calories of the second week, comparing them with the first week.
6. Students compare weight gain or loss between the two weeks.

**METHOD(S) OF EVALUATION:**
Weight gain or loss
Money saved
Test

**MATERIALS/RESOURCES:**
Information regarding balanced diet, four food groups, calories
Scale

**Activity Developed by:** **Name(s)**
Pam Bellerose

**School**
HHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Personal Clothing Combinations

**COURSE(S):**
Explorations in Mathematics I

**GRADE(S):**
9, 10

**OBJECTIVE(S):**
3.0 Use quantitative tools to explore real-world data
4.0 Use a variety of mathematical models to solve real-world problems
5.01 Define the term "multipurpose clothing" and list examples (Practical Homemaking Skills)
5.02 Describe how clothing accessories can be used to stretch a wardrobe (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Learn to stretch a wardrobe
Reinforce SCANS Basic Skills (reading, mathematics); Thinking Skills (creative thinking, problem solving); Personal Qualities (responsibility); Competencies (resources, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students learn Multiplication Counting Principle (UCSMP Algebra, pages 187-201) through teacher directed class work and handouts.
2. Given certain pieces of coordinated clothing (i.e., four skirts, six pants, eight shirts, four scarves, eight accessories), students determine the total number of possible outfits.
3. Students evaluate personal wardrobes:
    - list type and color of each item;
    - determine number of combinations;
    - list specific combinations.

**METHOD(S) OF EVALUATION:**
Student evaluation of personal wardrobe

**MATERIALS/RESOURCES:**
MAPS (Mathematics Achievement through Problem Solving)
UCSMP Algebra (University of Chicago School Mathematics Project, Scott Foresman, 1990)

**Activity Developed by:** **Name(s)**
Jill Nielsen

**School**
RRHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Understanding Concepts Related to Wage Earnings

| | |
|---|---|
| **COURSE(S):** | **GRADE(S):** |
| Consumer Mathematics | 11, 12 |

**OBJECTIVE(S):**

3.02 Calculate income when paid on an hourly wage, piece rate, or commission basis

3.03 Find the amount of net income after various deductions and benefits, including F.I.C.A., withholding, health insurance, etc.

3.01 Relate the management of personal and family resources to achievement of goals (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Understand concepts related to wage earnings, i.e., gross pay, net pay, F.I.C.A., etc.
Compute one's hourly, weekly, and monthly salary
Reinforce SCANS Basic Skills (arithmetic); Thinking Skills (reasoning); Competencies (resources, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students bring in pay stubs, if available.
2. Using real or constructed pay stubs, students interpret all items that can be identified, e.g., withholding taxes, F.I.C.A., insurance deductions, loans, etc.
3. From the pay stubs, students compute hourly, daily, weekly gross pay.

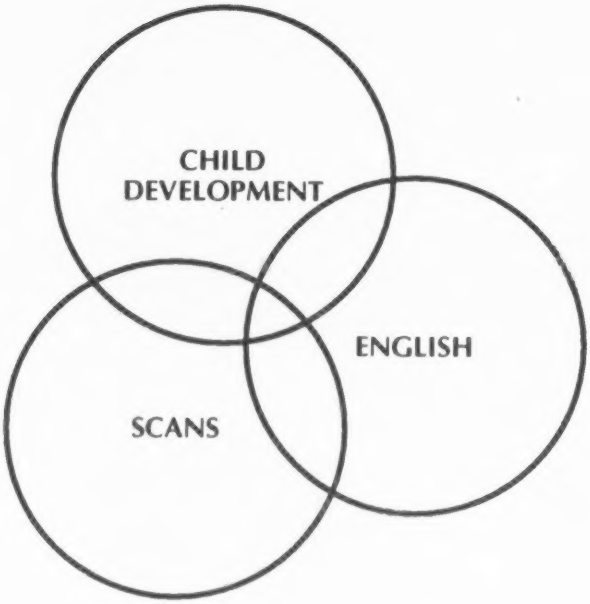
**METHOD(S) OF EVALUATION:**
Verbal sharing of the computed data

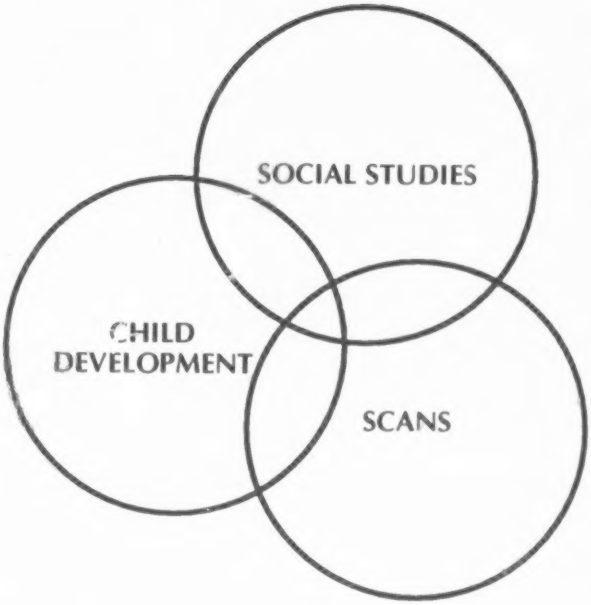
**MATERIALS/RESOURCES:**
Real or constructed pay stubs

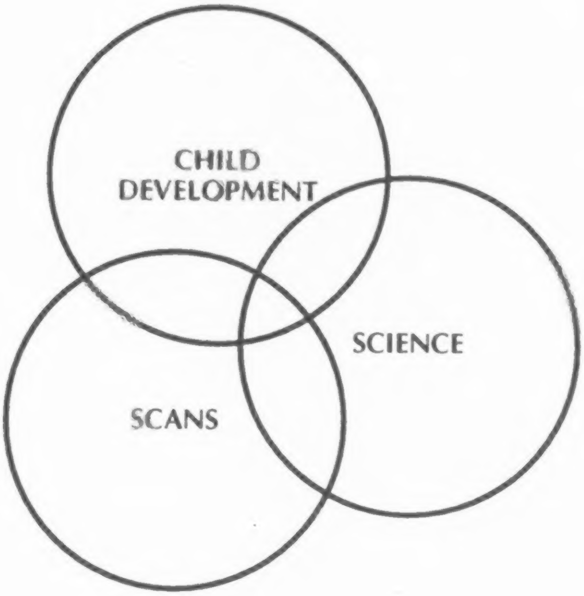
| | | |
|---|---|---|
| **Activity Developed by:** | **Name(s)** | **School** |
| | Kathleen Butler | RHS |

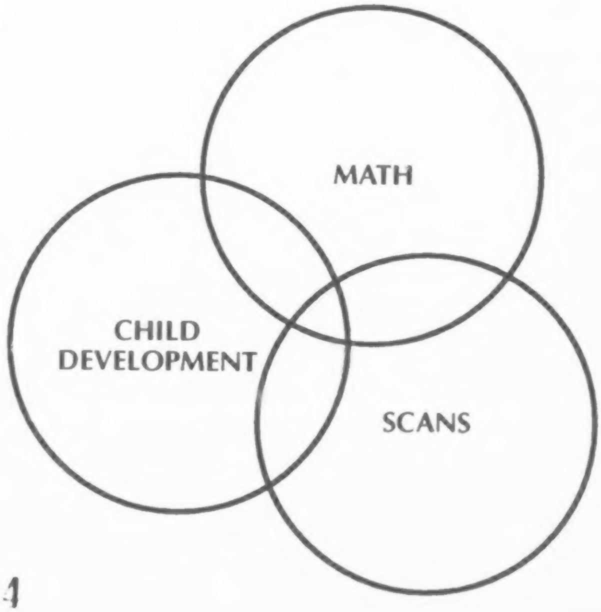
# Level 2

## Child Development


CHILD DEVELOPMENT
ENGLISH
SCANS


SOCIAL STUDIES
CHILD DEVELOPMENT
SCANS


CHILD DEVELOPMENT
SCIENCE
SCANS


MATH
CHILD DEVELOPMENT
SCANS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Basic Human Needs

| **COURSE(S):** | **GRADE(S):** |
|---|---|
| Child Development | 12 |
| English IV | 12 |

**OBJECTIVE(S):**

1.01 Describe needs common to all age groups

3.04 Write papers demonstrating various types of organization (e.g., analysis and classification)

5.0 Analyze, both orally and in writing, representative selections of British and other appropriate literature

**CAREER/LIFE CONNECTION:**

Identify basic human needs across all age groups and cultures

Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Personal Qualities (sociability); Competencies (resources, interpersonal, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Child Development teacher describes basic human needs common to all people.
2. Teacher and students read "Beowulf," looking for ways human needs were satisfied.
3. Teacher and students discuss "Beowulf" and list heroic qualities needed to satisfy human needs in Anglo-Saxon era.
4. Groups of students list modern qualities most needed and admired for the same purpose.
5. Students write a paper comparing and contrasting the two.

**METHOD(S) OF EVALUATION:**

Reading and discussion
Group product
Comparison/contrast paper

**MATERIALS/RESOURCES:**

British literature textbook
Computers

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Kathy Byrne, Ann Gautier | HHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Children's Story Production

| **COURSE(S):** | **GRADE(S):** |
|---|---|
| Child Development | 9 - 12 |
| English I - IV | 9 - 12 |

**OBJECTIVE(S):**

5.04 Analyze factors which contribute to the child's physical, social, emotional, and intellectual development

5.06 Plan age-appropriate activities that contribute to a child's physical, social, emotional, and intellectual development

4.06 Write in a variety of modes and for a variety of audiences

**CAREER/LIFE CONNECTION:**

Understand the importance of reading to children at home as well as in day care, nursery school, public school, and public libraries

Reinforce SCANS Basic Skills (reading, writing, speaking listening); Thinking Skills (creative thinking, seeing things in the mind's eye); Personal Qualities (sociability); Competencies (resources, interpersonal, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teachers and students discuss different forms of development.
2. Teachers and students discuss elements of short stories, read stories, and identify elements.
3. Students complete a basic story map/frame (attached) for selected short story.
4. Students select children's storybooks and analyze their age appropriateness as well as the ways they help children develop socially, physically, emotionally, and intellectually.
5. Social studies teacher talks about the impact of stories and nursery rhymes on political society.
6. Teachers assign topic for students to write a child's story with crayons on construction paper, including cut-out pictures.
7. Students follow one of attached plans to create age appropriate children's story.
8. Type story on computer using one of MECC software programs; illustrate story.
9. Story teller or librarian discusses story telling techniques with the students.
10. In art class, students make puppets or wood cut-outs to represent storybook characters.
11. Students read original stories to appropriate age children during "Story Time."

**METHOD(S) OF EVALUATION:**
Original illustrated children's story
Reading of stories during "Story Time"

**MATERIALS/RESOURCES:**
Children's storybooks and short story collections
Guest speakers
Computer
MECC software: "My Own Stories" or "Storybook Weaver"
Art supplies
Children from a local day care, nursery, or elementary school

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Linda Martin, Patty Becker | ZHS |

# Story Map

Fill in the charts for the *elements of fiction* in the story.

| **Setting** | **Character Traits** | **Character Goals** |
|---|---|---|
| Where and when does the story take place?<br>____________<br>____________<br>____________<br>____________ | Character________<br>Describe how the main character looks, acts and feels.<br>____________<br>____________<br>____________ | What does the character want to have or accomplish?<br>____________<br>____________<br>____________ |

## Plot

What was the character trying to do? ________________________

______________________________________________

______________________________________________

______________________________________________

What happened at the end? ______________________________

______________________________________________

## Theme

What is the important message the author wants to give?

______________________________________________

______________________________________________

Think about a cartoon and a cartoon character that you could create. Complete a chart that shows the setting, the character's traits, the character's **goals**, the plot, and theme.

*Adapted from I Touched the Sun, Gr. 6,* ***Heath Reading****, 1989*

Source: CRISS - NEFEC (904) 329-3800

## Basic Story Frame

**Title of Story**:

In this story, the problem starts when

After that,

Next,

Then,

The problem is finally solved when

The story ends

Source: CRISS - NEFEC (904) 329-3800

CHILD DEVELOPMENT: 05.06 Plan age-appropriate activities that contribute to a child's physical, social, emotional, and intellectual development.

# ORIGINAL CHILD'S STORYBOOK

After studying the factors that contribute to a child's physical, social, emotional, and intellectual development,you will compose a child's storybook.

1. Select one of the forms of development listed below.

   a. Physical
   b. Social
   c. Emotional
   d. Intellectual

2. Compose a story appropiate for a 3 to 5 year old. In the story, include a major theme, or purpose, or a problem to be solved. Challenging vocabulary words appropriate for a 3 to 5 year old should also be selected.

   Examples:

   a. "*I Want to Be Just Like YOU*" (selecting a KEY adult/person in the life of a child)
   b. "*Mommy is having a BABY*" (preparing a child for a brother or sister)
   c. "*The FIRST day of School*" (preparing a child for learning and social contacts)

3. After composing your story, select appropriate pictures to represent the theme of the story.

4. Type your story using the technology of the following computer program.

    a. *My Own Stories*
    b. *Storybook Weaver*

    MECC
    6160 Summit Dr. N.
    Minneapolis, MN 55430 Cost: $69.00 each

5. Select appropriate pictures from the computer program to represent your theme and to be placed on the cover of the storybook.

6. Upon completion of the storybook, invite 3 to 5 year old children to the classroom for *"Story Time"*. Set up the room in a "Round Robin" fashion. Select 3 to 5 children for each group. Read a story in each group; then have a monitor rotate the children to the next group, repeating until complete.

7. Evaluate the *"Story Time"* activity.

# Children's Story Assignment

Directions: Follow the steps given below to create your own children's story. Feel free to ask for help with ideas etc. from your fellow classmates. Write at least one paragraph for each step, except for step 7.

### Step 1

Qualities of children's literature

- fast-paced entertainment
- easy to understand characters
- a world of magic and "let's-pretend" settings
- heroes who can do things children have dreamed of doing

### Step 2

Choose the character

- four characters per story
- easy to understand relationships between the characters
- human or animal
  - if animal, what human characteristics do they have?
  - if human, give a physical description

### Step 3

Give the characters names and jobs

- interesting and intriguing names help children to "see" what the characters look like. Example: Mr. Green, Mrs. Bunny, Mr. Tiger
- unusual jobs or tasks make the characters come alive. Example:
  - Mr. Tiger is a postman

### Step 4

Choose a setting

- one detailed paragraph thoroughly describing the setting of the story
- include a rough map of important places; give the place a name

### Step 5

Write a plot outline

- introduction
- climax
- conclusion
- **three or four major events the characters encounter

### Step 6

Create dialogue

- dialogue that the characters would share

### Step 7

Begin writing

- write the story following your plot outline and including all of the other steps you went through

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Nutrition for Mother and Child

| COURSE(S): | GRADE(S): |
|---|---|
| Child Development | 9 - 12 |
| English I - IV | 9 - 12 |

**OBJECTIVE(S):**

3.06 Explain how the mother's nutrition influences the physical development of the unborn child
4.04 Identify specific health needs of the mother and infant during the postnatal period
4.0 Write multi-paragraph papers for a variety of purposes, using all stages of the writing process
7.05 Locate information in library/media center, using a variety of resources

**CAREER/LIFE CONNECTION:**

Recognize different nutrients and analyze a diet for different stages in the life cycle
Recognize dangers associated with eating disorders
Identify jobs related to nutrition: nurse, doctor, dietitian, laboratory researcher
Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (knowing how to learn); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teachers and students discuss nutritional needs and requirements.
2. Students analyze different diets with Mac Diet Analysis.
3. Students plan well balanced diets.
4. Students research vitamins and food additives. This includes writing letters to investigate vitamins and food additives in infant formula.
5. Teachers and students take field trip to OB-GYN and children's hospitals.
6. Guest speakers--doctor, nurse, dietitian--discuss importance of nutrition to mother and child.
7. Child Development students produce poster containing nutrient information and mobile as described on attached project description.
8. English students create newsletter or brochure to reflect their research.

**METHOD(S) OF EVALUATION:**

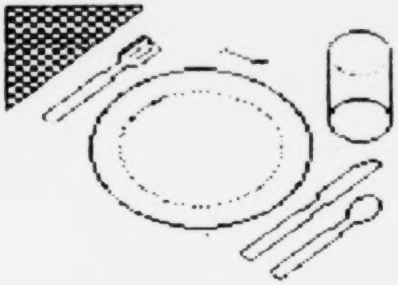
Displays of posters
Mobiles
Newsletters or brochures

**MATERIALS/RESOURCES:**

The Doctor is In--Eating Disorders
"Mac Diet Analysis," The Illustrated Encyclopedia (CD Rom)
Computer lab--word processing, CD Rom, laser disk programs, clip art
Field trip
Guest speakers
Media Center

| Activity Developed by: | Name(s) | School |
|---|---|---|
| | Linda Martin, Patty Becker | ZHS |

CHILD DEVELOPMENT 03.06 Explain how the mother's nutrition influences the physical development of the unborn child.



# Mother . . .
# Good Nutrition
# . . . Healthy Baby

1. Divide into Cooperative Learning Groups.

2. Each cooperative group will SELECT ONE of the following nutrients.
   - FATS
   - CARBOHYDRATES
   - PROTEINS
   - VITAMINS (select one)
   - MINERALS (select one such as folacin, calcium, or iron.)

3. Complete research on the selected nutrient using the media, the library, and computer laser disk programs. Compile the information on the computer and place it on a POSTER to be displayed in the room or in the school. Include the following information:

   a. Required amount of the nutrient for pregnant women
   b. Required amount of the nutrient for the unborn child
   b. Foods sources
   c. Problems and/or diseases from deficiency for the mother and the child

4. Design a mobile to be displayed in the room or in the school to represent the group's selected nutrient, the food sources with the recommended amounts.

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Shared Reading Experience

| **COURSE(S):** | **GRADE(S):** |
|---|---|
| Child Development | 9 - 12 |
| English I - IV | 9 - 12 |

**OBJECTIVE(S):**

5.06 Plan age-appropriate activities that contribute to a child's physical, social, emotional, and intellectual development

6.01 Participate in oral classroom activities, such as discussions and the reading of various literary passages

**CAREER/LIFE CONNECTION:**

Develop an awareness of the importance of reading at all ages
Practice the art of communication with young children
Reinforce SCANS Basic Skills (reading, listening, speaking), Personal Qualities (sociability), and Interpersonal Competencies (team participation, teaching others)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teachers introduce students to the art of oral reading and discuss the benefits of reading to peers and young children.
2. English students choose and read children's stories in groups of three or four; each group of students selects a story to present to the class.
3. Child Development teacher and students plan a Play Day where students bring young children to class for students to observe differences in interaction at various age levels.
4. English teacher selects students to read their stories to groups of Child Development students and their little guests. If Play Day is not possible, teacher can arrange for students to read stories to a young neighbor, relative, or family member and have a parent or guardian verify completion.
5. English students complete a story map with a peer or the child to whom the story was read.

**METHOD(S) OF EVALUATION:**

Reading of story to students and their little guests on Play Day
Observation of children's interactions while listening to stories being read
Parent/guardian verification of story read to neighbor, relative, or family member
Oral follow-up evaluation of Play Day
Completed story map

**MATERIALS/RESOURCES:**

Children's books
Story map/grammar/frame (attached examples from Content Reading Including Study Systems Materials Packet. North East Florida Educational Consortium, Palatka, Florida)

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Jackie Gentry, Richard F. Gaspar | PCHS |

# Story Map

Fill in the charts for the *elements of fiction* in the story.

**Setting**

Where and when does the story take place?

______________________

______________________

______________________

______________________

**Character Traits**

Character__________
Describe how the main character looks, acts and feels.

______________________

______________________

______________________

**Character Goals**

What does the character want to have or accomplish?

______________________

______________________

______________________

**Plot**

What was the character trying to do? ______________________

______________________________________________

______________________________________________

______________________________________________

What happened at the end? ______________________

______________________________________________

**Theme**

What is the important message the author wants to give?

______________________________________________

______________________________________________

Think about a cartoon and a cartoon character that you could create. Complete a chart that shows the setting, the character's traits, the character's goals, the plot, and theme.

*Adapted from I Touched the Sun, Gr 6, **Heath Reading**, 1989*

Source: CRISS - NEFEC (904) 329-3800

## Basic Story Frame

**Title of Story**: ______________________________

In this story, the problem starts when ______________________________

______________________________

After that, ______________________________

______________________________

______________________________

Next, ______________________________

______________________________

Then, ______________________________

______________________________

The problem is finally solved when ______________________________

______________________________

______________________________

The story ends ______________________________

______________________________

______________________________

Source: CRISS - NEFEC (904) 329-3800

XIV

# STORY GRAMMAR

## THE SETTING

CHARACTER(S): ______________________________

PLACE: ______________________________

TIME: ______________________________

## THE PROBLEM

______________________________

______________________________

______________________________

## THE GOAL ______________________________

______________________________

EVENT #1 ______________________________

EVENT #2 ______________________________

EVENT #3 ______________________________

EVENT #4 ______________________________

EVENT #5 ______________________________

## THE RESOLUTION ______________________________

______________________________

CRM/RWC/03-15-87

Source: CRISS - NEFEC (904) 329-3800

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Human Development

| COURSE(S): | GRADE(S): |
|---|---|
| Child Development | 10 |
| World History | 10 |

**OBJECTIVE(S):**
2.05 Recognize the impact of heredity and environment on individual development
6.0 Explain how major belief systems (political, economic, and social) changed or altered historical patterns of development)

**CAREER/LIFE CONNECTION:**
Recognize the influence of society and culture on human development
Compare family values among three different cultural systems
Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Personal Qualities (sociability, self esteem); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**
1. Teachers discuss traditional and nontraditional role responsibilities within the family.
2. Students assess role expectations in their families through games, checklists, and parent interviews.
3. Students identify and explain stereotypes in magazine and television ads.
4. School psychologist speaks about psychological stressors for high school students and methods of handling stressful situations.
5. Students watch a television show to identify sources of stress and resources/methods of dealing with it.
6. Students read a young adolescent short story or novel to see how other people solve problems.
7. Students correspond with pen pals to learn about roles and expectations of other cultures.
8. In groups of four (male, female, economic accountability, religious influence), students research three cultural systems: Japan, India, and England.
9. In pairs, students make class presentations and make comparisons between cultures.

**METHOD(S) OF EVALUATION:**
Oral presentations--definitions, information, identification of sources, visuals
Class participation and discussion

**MATERIALS/RESOURCES:**
School psychologist
Books for the Teen Age, an annual listing of fiction categorized under numerous areas (New York Library, 42 Street and Fifth Avenue, New York, NY 10022)
Media Center
Class textbooks

| Activity Developed by: | Name(s) | School |
|---|---|---|
| | Mary Price, Doris Souto | LOLHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Participation in Organizations

| COURSE(S): | GRADE(S): |
|---|---|
| Child Development | 9 - 12 |
| American Government | 9 - 12 |

**OBJECTIVE(S):**

7.01 Identify professional and youth organizations
7.02 Identify purposes and functions of professional and youth organizations
8.0 Demonstrate the importance of participation in community, service, civic improvement, and involvement in political activities

**CAREER/LIFE CONNECTION:**

Through memberships in various youth organizations, prepare for active participation and involvement in community, civic, and service organizations as an adult

Reinforce SCANS Basic Skills (writing, listening); Thinking Skills (reasoning); Personal Qualities (responsibility); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Government teacher explains the requirements and purpose(s) of youth organizations:
   - Cub Scouts, Boy Scouts, Explorers;
   - Brownies, Girl Scouts;
   - Future Homemakers of America;
   - Future Farmers of America, 4-H;
   - Interact, Key Club.
2. Government teacher explains the services from some government agencies (social security, welfare).
3. Future Homemakers of America members serve as guest panel in Government class.
4. Students write research reports on various clubs, organizations, or agencies.

**METHOD(S) OF EVALUATION:**

Quizzes, test
Written research reports

**MATERIALS/RESOURCES:**

Class discussions
Guest speakers from various organizations
Films/videos from local service organizations

| Activity Developed by: | Name(s) | School |
|---|---|---|
| | Kathy Byrne, Keith Taylor | HHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Peer Counseling

| COURSE(S): | GRADE(S): |
|---|---|
| Child Development | 11 - 12 |
| Psychology | 11 - 12 |

**OBJECTIVE(S):**
1.0 Describe basic human needs
7.0 Demonstrate leadership and organizational skills
8.0 Understand the usefulness and limitations of applying the principles of psychology to the problems of everyday life

**CAREER/LIFE CONNECTION:**
Gain insight on human behavior as it relates to human needs at all age levels
Gain confidence in leadership roles
Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (problem solving, reasoning); Personal Qualities (responsibility, self-esteem, sociability, self-management, integrity/honesty); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students read information in textbook about human needs and behavior at various ages.
2. Social worker discusses human needs and behaviors and the roles of peer counselors.
3. Students list targeted behaviors.
4. Teacher and students establish requirements and methods of being peer counselors.
5. Teacher writes letters to elementary and middle schools about bringing students in as part of the peer counseling program.
6. Students serve as peer counselors.
7. Teacher and students discuss different ideas and findings each peer counselor has met over time.
8. Students write a paper on different youth problems they encountered in the schools and the ways they dealt with the problems.

**METHOD(S) OF EVALUATION:**
Discussion
Students papers

**MATERIALS/RESOURCES:**
Social worker as guest speaker
Textbooks: Developing Child (Glencoe), Invitation to Psychology (Scott, Foresman & Co.)

| Activity Developed by: | Name(s) | School |
|---|---|---|
| | Mary Sawyer, Rob Ciaravino | RHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Identities--Environmental Factors

| **COURSE(S):** | **GRADE(S):** |
|---|---|
| Child Development | 11 - 12 |
| English III, IV | 11 - 12 |
| World History | 11 - 12 |

**OBJECTIVE(S):**
1.03 Define self-concept
2.05 Recognize the impact of heredity and environment on individual development
3.0 Write for a variety of purposes using all stages of the writing process
5.0 Compare the major world cultures, past and present, based on their political and economic systems, religious and moral beliefs and socializations process

**CAREER/LIFE CONNECTION:**
Feel good about and accept oneself and then help others do the same
Recognize the influence of home environment and culture on self-concept and identity
Listen to comprehend, learn, use, and appreciate the information received
Reinforce SCANS Basic Skills (writing, listening, speaking); Thinking Skills (creative thinking); Personal Qualities (self-esteem); Competencies (resources, interpersonal, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**
1. Child Development teacher and students discuss self-concept and what that means.
2. Motivational speaker builds up students' feelings about themselves.
3. Students role play situations to enhance self-concept, using positive comments.
4. Teacher discusses role models and the influence of others on one's identity development.
5. Teacher discusses specific roles in the family--at home, work, school, and in the community.
6. Teacher and students discuss how roles have changed over the years--dual roles, male nurses, female construction workers.
7. English teacher discusses good interviewing techniques and students write questions appropriate for interviewing an older relative.
8. Students interview an older relative in person, via telephone, by FAX, or by writing and write a family history/autobiography using all phases of the writing process.
9. History teacher discusses the major differences in the socialization process among other cultures and the effects on the developing identity of the child.

**METHOD(S) OF EVALUATION:**
Written interview questions and oral progress report
Finished family history/autobiography on computer or typewriter

**MATERIALS/RESOURCES:**
Magazine articles, family photographs
Motivational speaker
"One Hundred Ways to Praise" sheet
Parents, grandparents, other relatives
Computers, typewriters

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Kathy Byrne, Ann Gautier, Keith Taylor | HHS |

## INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Child Toy Safety

| COURSE(S): | GRADE(S): |
|---|---|
| Child Development | 10 - 12 |
| Chemistry I | 10 - 12 |

**OBJECTIVE(S):**

| | |
|---|---|
| 5.07 | Evaluate toys using recognized criteria |
| 15.01 | Classify hazardous substances |

**CAREER/LIFE CONNECTION:**
Understand potential dangers from children's toys
Reinforce SCANS Basic Skills (reading, writing); Thinking Skills (knowing how to learn); Competencies (information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Guest speaker from Toy Safety Commission speaks to Child Development students.
2. Child Development students read news articles on toy safety and establish safety criteria.
3. Chemistry students obtain lists of toxic materials.
4. Chemistry students do chemical analysis of imported toys for lead, toxic materials in paints.
5. Students go to toy store and in groups, evaluate three toys using chemical analysis and other safety criteria.
6. Students write findings and opinions in reports, letters, etc.

**METHOD(S) OF EVALUATION:**
Reports, letters

**MATERIALS/RESOURCES:**
Children's toys
Chemical analysis equipment

**Activity Developed by:** **Name(s)** Mary Sawyer, Jane Goodwin

**School** RHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

## THEME/CONCEPT/TOPIC:
Expected Development and Maturation

| COURSE(S): | GRADE(S): |
|---|---|
| Child Development | 9 - 12 |
| Biology I | 9 - 12 |

## OBJECTIVE(S):
5.0 Interpret the child's developmental level with appropriate expectations and activities
10.03 Recognize the effects of major hormones on the human body (growth and development)

## CAREER/LIFE CONNECTION:
Increase awareness of expected developmental level in relation to child's physical age or growth stage
Develop appropriate activities to increase child's development
Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (creative thinking, decision making); Personal Qualities (responsibility, sociability); Competencies (resources, interpersonal, information, systems)

## INSTRUCTIONAL ACTIVITIES (include person responsible for each):
1. Biology teacher discusses child growth and development of body structure and mental capabilities.
2. Biology students view video: Introducing Biology, #30 "Development and Aging" (1975, 28 minutes). Contact your district media person to order video free of charge from Instructional Television, Florida Department of Education, Room B-24 Collins Building, 107 W. Gaines Street, Tallahassee, Florida 32399-0400.
3. Child Development teacher discusses development and maturation that goes along with that growth.
4. During Biology class, students visit Cyesis program on a weekly basis to play with the children.
5. Each group of students keeps a record of the growth (height, motor skills, developmental skills) of one or two children that they observe each week. Students make a chart of expected maturation of skills.
6. During Child Development class, students keep track of that day's activities and develop new activities to increase the child's motor skills commensurate with the child's growth stage.

## METHOD(S) OF EVALUATION:
Student interaction with children
Record of children's growth
New activities developed

## MATERIALS/RESOURCES:
Child Development and Biology textbooks
Chart of child's development
Video

| Activity Developed by: | Name(s) | School |
|---|---|---|
| | Gail Barnes | DO |
| | Vicki Besack | LOLHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Expression in Genetic Appearance

| COURSE(S): | GRADE(S): |
|---|---|
| Child Development | 11 - 12 |
| Biology I | 11 - 12 |

**OBJECTIVE(S):**
2.05 Recognize the impact of heredity and environment on individual development
4.01 Define basic genetic terms including: genotype, phenotype, dominant, recessive, hybrid, homozygous, heterozygous, incomplete dominance, and mutations

**CAREER/LIFE CONNECTION:**
Understand the make-up of an individual in order to develop the personal qualities that will lead to success in life
Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (reasoning); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher and students role play activities that emphasize "nature versus nurture" and debate which is more important.
2. Students read "Heredity as a Factor in Human Development" and complete worksheet.
3. Teacher and students develop a bulletin board that displays desirable qualities in an environment to promote healthy human development.
4. Students explore hereditary traits in science lab.

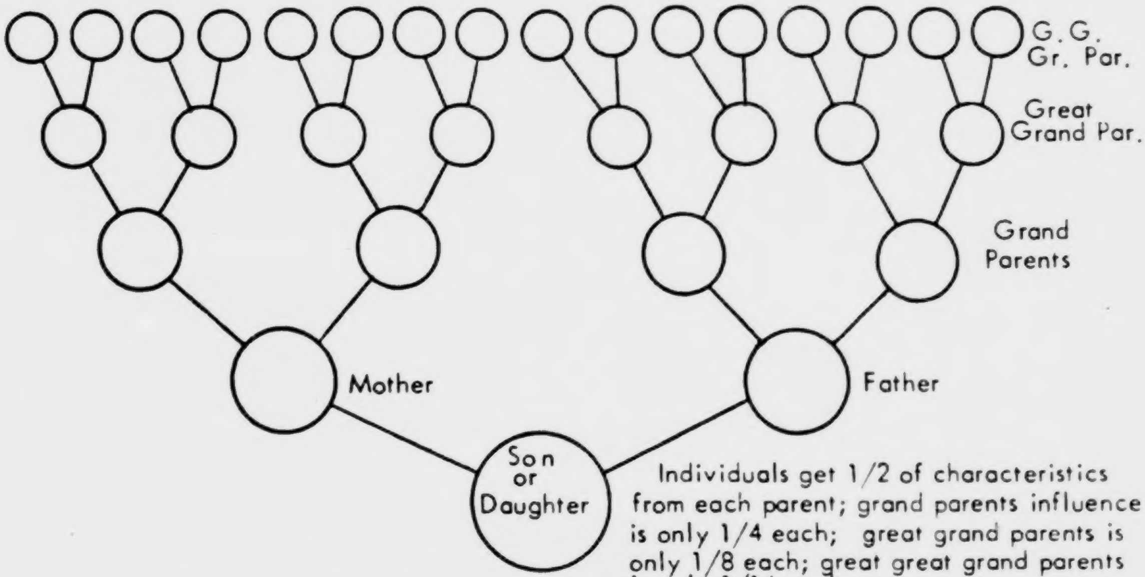
**METHOD(S) OF EVALUATION:**
Response to role playing and debate
Worksheet
Science lab report

**MATERIALS/RESOURCES:**
Handout: "Heredity as a Factor in Human Development" (source unknown)
Textbook: See How They Grow (McCleon Hunter Learning Resources, 1980): chapter 2
Video: "Heredity, Health and Genetic Disorder" (Human Relations Media)

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Jackie Gentry, Tamara Davies | PCHS |

## Heredity as a Factor in Human Development

The two major influences determining the type of individual into which one develops are heredity and environment. While we can control the environment of an individual, very little can be done to control his heredity. Only in the selection of a mate can something be done about the kind of heredity the children will receive. All individuals receive one-half of their inheritance from each of their parents. The diagram below shows how inheritable traits are passed on from one generation to the next.



Individuals get 1/2 of characteristics from each parent; grand parents influence is only 1/4 each; great grand parents is only 1/8 each; great great grand parents is only 1/16 each.

Often a son or a daughter will more closely resemble a grand parent than a parent. In other instances there may be a close resemblance between a son and an uncle. Patterns of inheritance are very unpredictable. It is impossible to forecast anything about the appearance or the inborn capacities of children. Everything is a matter of chance on how the genetic factors combine during the fertilization process. Some family strains show definite strong points while others show weak points. Insanity may pop up more often in one family tree than in another. Weakness to certain diseases may also occur. Longevity is another factor that appears to be tied to heredity. Hemophilia, a blood condition, is known to be inherited.

In selecting a future mate it may be wise to check into the background of the family into which you intend to marry to see if there are any tendencies towards pronounced undesirable traits, such as insanity, criminal tendencies, disease, and retardation. While it cannot be definitely proven that the traits mentioned are inherited, geneticists have reasons to believe that a predisposition or a weakness to certain undesirable tendencies can be linked to heredity, and given the right set of environmental circumstances, the individual who has the weaknesses is much more likely to be afflicted with the disease, insanity, or emotional breakdown, as the case may be. Experiments on mice have definitely bore out the fact that certain types of skin tissue which can be transmitted by controlled breeding methods, is more susceptible to cancer than other types of skin tissue. When subjected to radiation, the mice having the predisposed weakness developed a certain type of skin cancer. If two persons suffer the same degree of exposure and malnutrition and one of them contracts tuberculosis while the other does not, it is an indication that one has a greater predisposing weakness to tuberculosis than the other. In this case tuberculosis was not inherited, but the weakness to contract the disease was.

Studies indicate that mental ability may be due to both inheritance and environment. It is possible for parents to have a child who has either a greater or a lesser capacity for learning than either parent. From your own observation of families with whom you are acquainted you can detect individual differences in mental capabilities among children in a given family. These inherited differences are a result of the laws of chance during the linkage of genetic factors at the moment of conception (the technical term which is the union of an egg and a sperm cell resulting in the formation of a new individual.) This concept will be explained more in detail later on in our discussion.

## Chromosomes and Genes

The human being, as is true in other forms of higher biological life, receives his genetic make-up from his parents. Gregor Mendel made studies of inheritable traits in experiments with plants. Mendel's laws in inheritance were an important starting point in the study of inheritance. After his discoveries research took off in many directions, including the study of human genetics. As a result of these scientific studies we now have a considerable amount of useful knowledge of human inheritance.

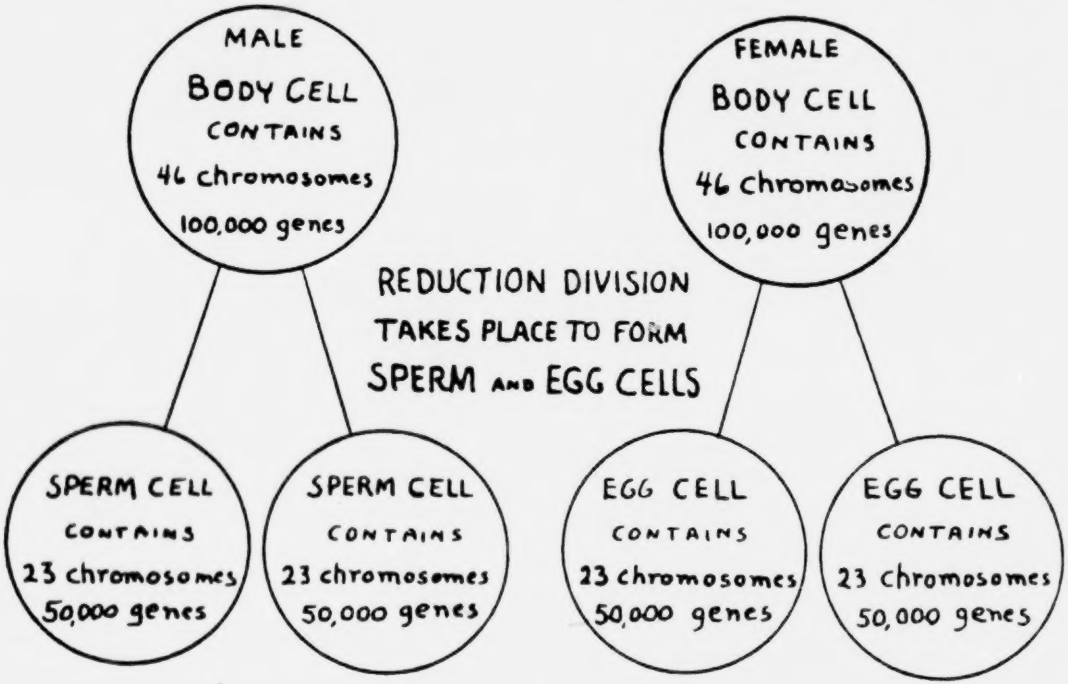
It has been definitely established that the human being has 46 chromosomes (23 pairs) in each of the cells of his body which carry genes that in turn are capable of transmitting characteristics from parents to children. There are a very large number of genes. Nobody knows for certain how many there are, but by reasonably certain methods it has been estimated that the number can run upwards in the neighborhood of 100, 000.

Chromosomes, which contain genes, are threadlike in appearance. The genes are highly complex molecules, containing thousands and possibly millions of atoms arranged in very intricate patterns. When sperm and egg cells are formed, by a process known as reduction division, the sperm and egg cells contain only half the chromosomes and genes as are contained in the original cells from which they are derived. It is purely a matter of chance which combination of genes goes into the genetic make-up of one sperm cell and which goes into the make-up of another. The same holds true with egg cells. For this reason there are millions of different possibilities in the way the genes can combine. When the sperm fertilizes the egg cell to form the start of a new individual, there is no way to determine which sperm will do the fertilizing. Even if that were possible, there would be no way of knowing its genetic composition.

In the male organs of reproduction millions of sperm cells are produced from body cells by means of reduction division. In the female reproductive organs an egg or ovum is formed also by reduction division of chromosomes. In the process of fertilization the contents of the sperm and egg are dumped together. The chromosomes rearrange into pairs to make 23 pairs or a total of 46 chromosomes. The genes also rearrange and match up with each other. The new individual starts growing immediately. The fertilized egg divides into 2 cells; the 2 into 4; the 4 into 8, and so on.

Dominant and recessive genes play a part in determining the characteristics of an individual. Both parents may show dominant outward traits, but if in their genetic make-up they both carry recessive genes for the same characteristic, it is possible for the child to have, for instance, different color of hair or eyes than either of his parents. The explanation, of course, is the law of chance which enters into the genetic make-up of the individual.

The diagram below shows how the number of chromosomes and genes remain constant from one generation to another. You will notice that only half the number of chromosomes and genes are present in the sperm and egg cells as compared with the parent cells from which they were formed. Upon fertilization the number of chromosomes and genes again is the same as in the parent body cells, only the composition is different.


MALE
BODY CELL
CONTAINS
46 chromosomes
100,000 genes
FEMALE
BODY CELL
CONTAINS
46 chromosomes
100,000 genes
REDUCTION DIVISION
TAKES PLACE TO FORM
SPERM AND EGG CELLS
SPERM CELL
CONTAINS
23 chromosomes
50,000 genes
SPERM CELL
CONTAINS
23 chromosomes
50,000 genes
EGG CELL
CONTAINS
23 chromosomes
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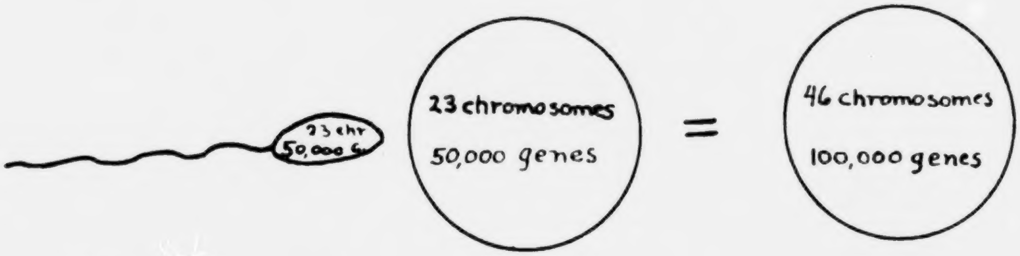
EGG CELL
CONTAINS
23 chromosomes
50,000 genes


23 chr
50,000 g
23 chromosomes
50,000 genes
=
46 chromosomes
100,000 genes

UNION of SPERM and EGG CELLS = NEW INDIVIDUAL

Questions to Answer (Read references for additional information.)

1. What is the difference between heredity and environment as factors influencing the development of an individual?

2. Which factor, heredity or environment, do you think is more important in determining the kind of an individual you develop into? Discuss.

3. Over which factor do we have more control?

4. What part of your inheritance did you receive from each grand parent?

5. While a disease such as tuberculosis may not be directly inherited, what conditions are believed to be inherited to make one person more susceptible to that disease?

6. List 6 characteristics that are inherited from parents.

7. Why might a child have the color of hair of his grand parents and not that of either his father or mother?

8. What is a chromosome?

9. What are genes?

10. What happens to the chromosome number in the formation of sperm and egg cells?

11. Can the genetic make-up of a person be changed by the kind of food he eats? Explain.

12. What are the reasons why brothers and sisters develop at different rates physically and mentally even though they are raised under similar environmental conditions?

13. What is a good definition of a dominant trait?

14. What is a recessive trait?

15. If in the formation of a new individual the genetic make-up contains both recessive and dominant genes for the same characteristic, which one will overpower the other?

16. Explain why a child may have light-colored hair even though both of his parents had dark hair when they were his age?

17. What is the difference between identical and non-identical twins from a genetics standpoint?

## Additional Learning Experiences for Student

1. Read in your reference books on the influences of heredity and environment. Discuss the points learned in class.
2. Observe differences in the physical appearance of brothers and sisters in the same family. Check on such factors as color of hair, color of eyes, bone structure, height, weight, shape of face and hands.
3. In a biology book or encyclopedia study about Mendel's laws of inheritance, recessive and dominant traits, and how these traits show up in offspring.
4. Read about DNA, the Watson-Crick theory of hereditary duplication, and other advances in the science of genetics.

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Health Hazards to Unborn and Newborn Child

| COURSE(S): | GRADE(S): |
|---|---|
| Child Development | 9 - 12 |
| Biology I | 9 - 10 |

**OBJECTIVE(S):**

3.07 Identify health hazards to the unborn infant including smoking, alcohol and other drugs

10.04 Identify types of disease that afflict the human body (degenerative, deficiency, hereditary, and contagious)

**CAREER/LIFE CONNECTION:**

Identify birth defects due to outside substances

Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (decision making); Personal Qualities (self-management); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students read text unit on effects of substances on the body and on an unborn child.
2. Teacher and students visit a hospital where addicted children are born; neonatal nurse explains withdrawal a newborn must go through after birth.
3. Four groups of students pick one outside substance and explain to class the possible effects on bodies of mother and newborn.
4. Two other groups do an ad campaign to alert expectant parents to potential effects of smoking, alcohol, and drugs on newborn.
5. Students write an essay on what they learned from the projects.

**METHOD(S) OF EVALUATION:**

Group project grade
Essays

**MATERIALS/RESOURCES:**

Hospital, neonatal nurse
Videos
Clear Choices High School Science. "Fetal Alcohol Syndrome." 1993 by C.E. Mendez Foundation, Inc., P.O. Box 10059, Tampa, Florida 33679 (813-251-3600)
"Fetal Alcohol Syndrome" (March of Dimes Community Resource)

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Mary Price, Vicki Besack | LOLHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Pregnancy

| COURSE(S): | GRADE(S): |
|---|---|
| Child Development | 9 - 12 |
| Biology I | 9 - 12 |

**OBJECTIVE(S):**
3.02 Identify signs of pregnancy
10.01 Explain primary structure and function of each system of the human body
10.03 Recognize the effects of major hormones on the human body (growth and development)

**CAREER/LIFE CONNECTION:**
Recognize signs of pregnancy earlier, leading to prompt prenatal care and thus a healthier pregnancy and child
Reinforce SCANS Basic Skills (reading, listening); Personal Qualities (self-management); Competencies (information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Child Development teacher and students discuss the signs of pregnancy.
2. Biology teacher explains the physiological reasons behind the signs of pregnancy (hormonal changes, etc.).
3. Biology teacher explains reasons that each woman has different signs/symptoms of pregnancy as well as the correlations between certain signs of pregnancy and possible problems with the pregnancy.

**METHOD(S) OF EVALUATION:**
Written test

**MATERIALS/RESOURCES:**
Textbooks: See How They Grow (Glencoe, 1987); Biology (Prentice Hall, 1989)
Lecture/notes
Video: Ultrasound: "Eyewitness to the Earliest Day of Life" (Richsh, 1991)

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Kathy Byrne, Danita Williams | HHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Small Animal Care

| **COURSE(S):** | **GRADE(S):** |
|---|---|
| Child Development | 9 - 12 |
| Biology I | 10 |

**OBJECTIVE(S):**
5.03 Compare and contrast stages of development and age appropriate activities
9.0 Compare invertebrate and vertebrate animals

**CAREER/LIFE CONNECTION:**
Introduce small children to the procedures and responsibilities of small animal care
Reinforce SCANS Basic Skills (writing, speaking); Thinking Skills (creative thinking); Personal Qualities (responsibility); Competencies (interpersonal, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Biology students, in an ongoing project, take care of various small animals (hamsters, gerbils, rats, snakes, lizards, fish).
2. Biology students, in cooperative groups, write brief descriptions of their animals and their care.
3. Teams of biology and child development students construct appropriate games to teach about the animals.
4. Child development students check for age-appropriateness of animal care instructions and games.
5. Kindergarten or preschool group visit the "Gulf High School Petting Zoo" to learn about the animals.

**METHOD(S) OF EVALUATION:**
Group products--animal care booklet, games

**MATERIALS/RESOURCES:**
Animals
Written information regarding care of animals

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Alice Anne Berlage, Linda N. Dale | GHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Costs of Arrival of New Baby

| COURSE(S): | GRADE(S): |
|---|---|
| Child Development | 10 - 12 |
| Applied Mathematics I, II | 10 - 12 |
| Geometry | 10 - 12 |

**OBJECTIVE(S):**

3.08 Identify the major adjustments necessary in the family when a baby arrives
6.3 Calculate perimeter, circumference and area of two-dimensional figures and solve related real-world problems
3.01 Understand and apply relationships involving conditional statements

**CAREER/LIFE CONNECTION:**

Know the costs involved when having a baby

Reinforce SCANS Basic Skills (reading, writing, mathematics, listening, speaking); Thinking Skills (decision making, problem solving); Personal Qualities (self-management); Competencies (resources, interpersonal, information, systems, technology)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students determine costs of time by making an average schedule of feeding, changing, bathing, etc.
2. Consultant speaks on benefits of breast feeding.
3. Students find area and perimeter of room and cut out shapes to scale for pieces of baby furniture; students use graph paper to position "furniture" to maximize use and space of room.
4. Using catalogs, student determine monetary cost of furniture needed. In addition, students determine expenditures for baby's medical care, clothing, diapers, etc., and set up a budget to determine expenses in relation to income.
5. Teacher shows students how to set up budget on computer spreadsheet.
6. Students interview parents and friends with new babies to determine physical and emotional costs of having a baby and report orally to the class.
7. Groups of students set up economical and sound plan to follow in balancing all the costs.

**METHOD(S) OF EVALUATION:**

Design of room on graph paper
Budget
Oral reports on surveys
Group plans

**MATERIALS/RESOURCES:**

Graph paper
Catalogs, magazines, newspapers
Computers and spreadsheet software
Consultant on breast feeding

| Activity Developed by: | Name(s) | School |
|---|---|---|
| | Mary Price, Barbara Long | LOLHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Shapes

| **COURSE(S):** | **GRADE(S):** |
|---|---|
| Child Development | 10 - 12 |
| Applied Mathematics I | 10 - 12 |

**OBJECTIVE(S):**

5.05 Identify the functions of play and list age-appropriate activities

5.06 Plan an age-appropriate activity that contributes to a child's physical, social, emotional, and intellectual development

6.1 Draw, measure, and identify lines, angles, circles, and parallel and perpendicular lines

**CAREER/LIFE CONNECTION:**
Understand that learning activities can be developed with a little time and imagination
Reinforce SCANS Basic Skills (mathematics, listening, speaking); Thinking Skills (creative thinking); Personal Qualities (sociability); Competencies (resources, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

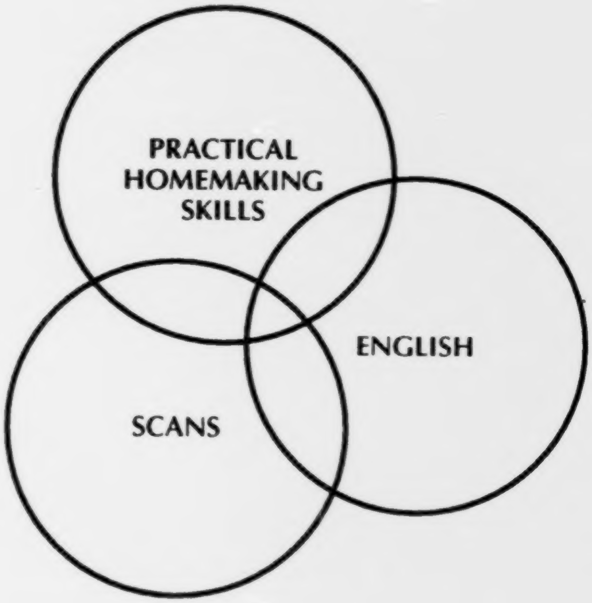
1. Child Development teacher discusses the functions of play and lists age-appropriate activities.
2. Mathematics teacher demonstrates how to measure and draw four basic shapes.
3. Students cut out squares, circles, triangles, and stars from different colors of construction paper or draw the four shapes on card size paper; group "cards" in sets of fifty-two.
4. Teachers and students take field trip to elementary school to play card game with children:
    - Deal out cards to the students and have them play match;
    - Lay down cards when you get four of a kind;
    - Win when you are the first one to run out of cards.

**METHOD(S) OF EVALUATION:**
Finished cards
Interaction of high school students with elementary children

**MATERIALS/RESOURCES:**
Construction paper
Rulers, scissors
Elementary students

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Kathy Byrne, Pam Bellerose | HHS |

# Level 2
# Practical Homemaking Skills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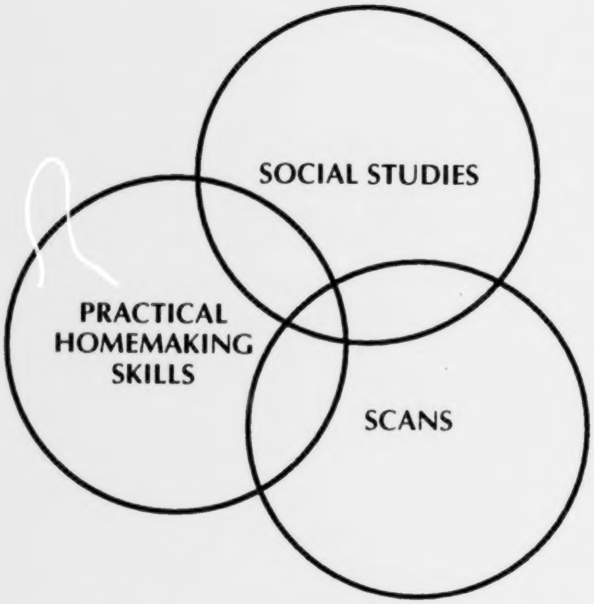
ENGLISH
SCANS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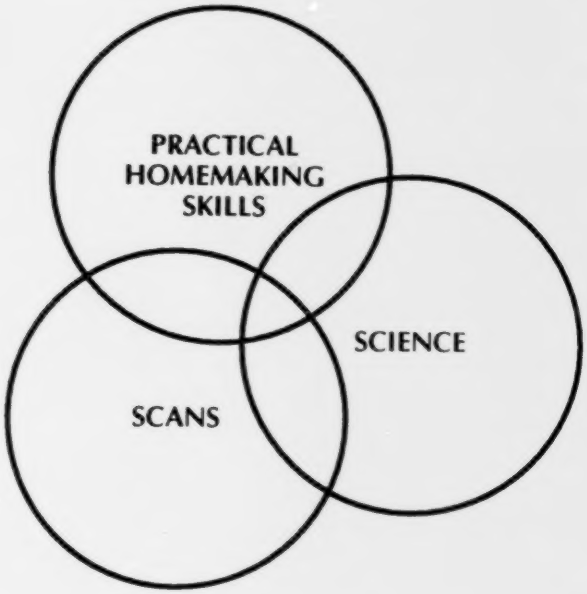
PRACTICAL HOMEMAKING SKILLS
SCANS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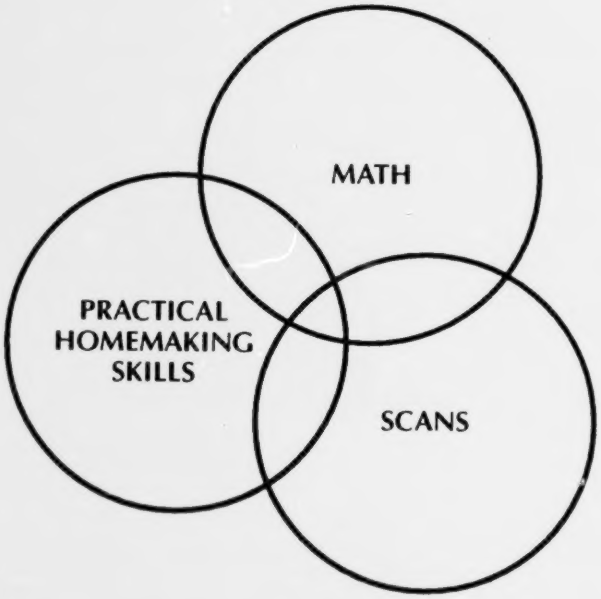
SCIENCE
SCANS


MATH
PRACTICAL HOMEMAKING SKILLS
SCANS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Have a Feast!

| **COURSE(S):** | **GRADE(S):** |
|---|---|
| Practical Homemaking Skills | 9 - 12 |
| English I, English I Honors | 9 |

**OBJECTIVE(S):**

| | |
|---|---|
| 4.0 | Plan for, prepare, and serve nutritious food |
| 6.0 | Demonstrate appropriate social skills |
| 6.02 | Plan for, prepare, and evaluate a social activity for family or others |
| 1.0 | Use literal, inferential, and critical reading skills |
| 4.01 | Demonstrate proficiency in the writing process: prewriting, drafting, and revising |

**CAREER/LIFE CONNECTION:**

Plan for a family gathering, reunion, or holiday get-together appropriate to the age level and class of people

Reinforce SCANS Basic Skills (reading, writing, mathematics, listening, speaking); Thinking Skills (creative thinking, decision making, problem solving, reasoning); Personal Qualities (responsibility); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher and students read Act I of Romeo and Juliet.
2. Students choose an occasion to celebrate and establish date and time.
3. Student groups each have a separate responsibility:
    - compose guest list
    - write invitations or flyers
    - establish a budget
    - plan for food and drink using the newspaper
    - plan for serving and seating
    - arrange for entertainment, meal etiquette
    - arrange for transportation for those drinking
    - arrange for clean-up
    - write thank you letters

**METHOD(S) OF EVALUATION:**
Group grade for each step of the party planning

**MATERIALS/RESOURCES:**
"Romeo and Juliet" (Adventures in Reading, Pegasus Edition. Harcourt Brace Jovanovich, 1989)
Thursday's food section of local newspaper
Calendar
Tape player
Computer lab and printer
Resources for Meeting Family Change, chapter 12 (EMC Publishing, 1990)
Resources for Living (CTES/EMC Publishing)
Food for Today, pages 655-664 (Glencoe, 1994)

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Carol Taylor, Barbara Dukeman | RRHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Home Sweet Apartment

| COURSE(S): | GRADE(S): |
|---|---|
| Practical Homemaking Skills | 9 - 12 |
| English I - IV | 9 - 12 |

**OBJECTIVE(S):**

1.01 Determine how lifestyles affect living space needs for the individual and family
3.0 Apply decision making process to homemaking activities
1.0 Use literal and inferential comprehension reading skills
6.0 Make formal and informal oral presentations

**CAREER/LIFE CONNECTION:**

Make wise decisions regarding housing after school based on current/proposed job, educational situation, and location

Reinforce SCANS Basic Skills (reading, writing, mathematics, listening, speaking); Thinking Skills (decision making, reasoning); Personal Qualities (self-management); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students read and analyze lease agreements, dormitory agreements and closing papers to decipher the "fine print."
2. Apartment managers, college department of housing employees and realtors speak to students.
3. Students discuss topics pertaining to the types of living arrangements as described in chapter 7, "Housing Choices" (Homes, Today and Tomorrow).
4. Students analyze the cost, figuring in the current salary rate of their chosen profession.
5. Students present their reasoning out loud to the class.

**METHOD(S) OF EVALUATION:**

Worksheet
Oral presentations

**MATERIALS/RESOURCES:**

Homes, Today and Tomorrow (Glencoe 1990)
Copies of rental leases
Copies of closing papers for houses
Worksheet on comparisons of costs and pros/cons of different types of living arrangements
Dormitory leasing information from local colleges

| Activity Developed by: | Name(s) | School |
|---|---|---|
| | Carol Taylor, Barbara Dukeman | RRHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Personal Growth

| COURSE(S): | GRADE(S): |
|---|---|
| Practical Homemaking Skills | 11, 12 |
| English IV | 12 |

**OBJECTIVE(S):**
9.07 Develop a personal growth project
4.0 Produce a documented paper

**CAREER/LIFE CONNECTION:**
Use technology to produce a research project of a personal growth project (career, hobby, inherited conditions, contemporary social problems, e.g., drugs, teen pregnancy, abuse, health care crisis)
Develop research skills
Reinforce SCANS Basic Skills (reading, writing); Thinking Skills (knowing how to learn); Personal Qualities (responsibility, self-management); Competencies (information, technology)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**
1. Practical Homemaking Skills teacher administers personal inventory.
2. English teacher and Media Specialist instruct and review media researching technology and services.
3. Teachers and students brainstorm ideas for research project.
4. Students research topic and take notes.
5. Students, assisted by teachers, turn notes into coherent, documented paper.
6. Students produce an opinion/reaction paper.

**METHOD(S) OF EVALUATION:**
Participation/staying on task in media center and lab
Meeting minimum standards in number of sources and notes
Using a variety of research tools
Teacher evaluation of papers for content and structure
Self and peer evaluation at various stages of production

**MATERIALS/RESOURCES:**
Personal inventory
Media resources and technology

| Activity Developed by: | Name(s) | School |
|---|---|---|
| | Mary Sawyer, Gladys Pigman | RHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Preparation for a Job Interview

| **COURSE(S):** | **GRADE(S):** |
|---|---|
| Practical Homemaking Skills | 9 |
| English I | 9 |

**OBJECTIVE(S):**

| | |
|---|---|
| 5.0 | Plan for, select, and care for personal clothing and accessories |
| 6.0 | Demonstrate appropriate social skills |
| 4.02 | Fill out common forms |
| 6.02 | Prepare and deliver an oral presentation using effective verbal and non-verbal techniques |

**CAREER/LIFE CONNECTION:**
Enable students to successfully secure part-time employment or summer jobs
Reinforce SCANS Basic Skills (listening, speaking); Thinking Skills (decision making); Personal Qualities (Sociability); Competencies (interpersonal, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students in home economics pair with English students to determine best colors, styles, accessories, etc., to utilize when searching for a job.
2. Students plan and perform dramatic skits demonstrating the do's and don'ts for manners during a job interview.
3. English teacher helps students complete appropriate documents, i.e., job applications, resumes.

**METHOD(S) OF EVALUATION:**
Student evaluation of decisions regarding color, style, accessories
Student evaluation of skits
Teacher evaluation of job-related documents

**MATERIALS/RESOURCES:**
Color charts, fabrics
Interview do's and don'ts
Sample forms

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Alice Anne Berlage, Barbara Starkey | GHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Preparing a Budget

| **COURSE(S):** | **GRADE(S):** |
|---|---|
| Practical Homemaking Skills | 11, 12 |
| English IV | 12 |

**OBJECTIVE(S):**

3.01 Relate the management of personal and family resources to achievement of goals
3.04 Write papers demonstrating various types of organization (e.g., analysis and classification)

**CAREER/LIFE CONNECTION:**

Assess the financial resources/income necessary to live independently
Prepare a budget
Reinforce SCANS Basic Skills (all); Thinking Skills (decision making, knowing how to learn, reasoning); Personal Qualities (self-management); Competencies (resources, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Practical Homemaking Skills students research current cost of apartments, cars, food, etc., and available jobs.
2. English students describe the perfect apartment.
3. English students keep a daily log of expenses for one week.
4. English teacher arranges for ITT Technical Institute representative to speak with students about becoming independent from parents.
5. Students prepare a personal "livable" budget which reasonably matches income with expenses.
6. Students complete survey which measures the effectiveness of exploring the same topic in English and Practical Homemaking Skills.

**METHOD(S) OF EVALUATION:**

Peer evaluation of thoroughness of description of apartment
Research log
Personal budget
Student survey

**MATERIALS/RESOURCES:**

Guest speaker--ITT Technical Institute representative
Newspaper ads
Survey

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Mary Sawyer, Gladys Pigman | RHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Effects of Changes in Historical Development on Clothing Styles

| COURSE(S): | GRADE(S): |
|---|---|
| Practical Homemaking Skills | 9 -12 |
| World History | 9 -12 |

**OBJECTIVE(S):**
5.03 Complete a simple sewing activity using machine or hand sewing techniques
7.0 Identify causes and effects of various changes in historical development

**CAREER/LIFE CONNECTION:**
Understand how fashions reflect attitudes of a particular historical time period and how they repeat themselves over time
Reinforce SCANS Basic Skills (all); Thinking Skills (creative thinking); Personal Qualities (sociability); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**
1. Teacher assigns a period of time from history to each group of students.
2. Each group researches fashions from their assigned era.
3. Each group designs and creates a simple garment from the designated period of time.
4. Students plan and produce a fashion show to model the projects.

**METHOD(S) OF EVALUATION:**
Group sewing projects modeled in the fashion show

**MATERIALS/RESOURCES:**
History texts
Media resources: encyclopedias, historical costume books
Sewing equipment and supplies
Scrap box

| Activity Developed by: | Name(s) | School |
|---|---|---|
| | Alice Anne Berlage, John Luoma | GHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Personal Resource Management and Income Taxes

| COURSE(S): | GRADE(S): |
|---|---|
| Practical Homemaking Skills | 11 - 12 |
| Economics | 11 - 12 |

**OBJECTIVE(S):**
3.01 Relate the management of personal and family resources to achievement of goals
3.10 Identify kinds of taxes individuals may be required to pay

**CAREER/LIFE CONNECTION:**
Keep accurate records of major purchases, credit purchases, banking and income in order to manage finances
Complete income tax forms accurately
Reinforce SCANS Basic Skills (reading, writing, mathematics, listening); Thinking Skills (seeing things in the mind's eye); Personal Qualities (self-management); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**
1. Students research costs of an apartment, groceries, clothing for the business world, and transportation.
2. Students make a budget using minimum wages of salary.
3. Students develop a system for organizing financial papers.
4. Economics teacher and students study historical evolution of Federal tax system, vocabulary related to taxes, fairness of tax laws, and other sources of Federal revenue.
5. Teacher presents information from Internal Revenue Service "Understanding Taxes High School Program" (video, overhead demonstrations, worksheets).
6. Students complete tax forms using information from established budget.
7. Students use Internal Revenue Service computer software supplements.

**METHOD(S) OF EVALUATION:**
Completed tax forms
Quizzes and tests

**MATERIALS/RESOURCES:**
Textbook: Living Today (Glencoe, 1988); chapter 8
Tax forms
Internal Revenue Service "Understanding Taxes High School Program" (for free materials see attached ordering information)

| Activity Developed by: | Name(s) | School |
|---|---|---|
| | Jackie Gentry, Dee Boles | PCHS |

# UNDERSTANDING TAXES!

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# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Social Skills

| COURSE(S): | GRADE(S): |
|---|---|
| Practical Homemaking Skills | 11, 12 |
| Sociology | 11, 12 |

**OBJECTIVE(S):**
6.02 Plan for, prepare, and evaluate a social activity for family or others
2.02 Explain the role of interaction in maintaining the social group or unit

**CAREER/LIFE CONNECTION:**
Understand the importance of planning and participating in social activities
Reinforce SCANS Basic Skills (reading); Thinking Skills (decision making); Personal Qualities (responsibility); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teachers and students discuss camping options in Florida for a field trip.
2. Students prepare menu, costs, utensils, and other needed items.
3. Teachers and students establish camping trip do's and don'ts.
4. Teachers and students go on field trip to camping site. Students engage in several activities and prepare a meal.

**METHOD(S) OF EVALUATION:**
Success of meal, activities
Adherence to established rules

**MATERIALS/RESOURCES:**
Textbook: Skills for Everyday Living (Goodheart-Willcox Company), Sociology (Scholastic)
Map
Camping books
Consumer Reports

| Activity Developed by: | Name(s) | School |
|---|---|---|
| | Mary Sawyer, Rob Ciaravino | RHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Chemistry in Cooking

| COURSE(S): | GRADE(S): |
|---|---|
| Practical Homemaking Skills | 9 - 12 |
| Physical Science | 9 |

**OBJECTIVE(S):**

| | |
|---|---|
| 4.03 | Demonstrate safe use of kitchen tools and equipment |
| 4.04 | Identify sanitation rules in the preparation and storage of food |
| 11.0 | Analyze the properties of acids, bases, and salts and their interactions |

**CAREER/LIFE CONNECTION:**
Observe the effects of an acid/base reaction in baking a "wacky cake"
Reinforce SCANS Basic Skills (reading, listening); Competencies (interpersonal, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Physical science classes discuss acid/base reactions and observe the production of gas bubbles when mixing vinegar (acid) and baking soda (base).
2. Students observe the effects of such an acid/base reaction as they bake a "wacky cake," which is a chocolate snack cake that is mixed in the pan and uses the reaction between vinegar and baking soda.

**METHOD(S) OF EVALUATION:**
Student comparison of taste and texture of "wacky cake" to other cakes they have eaten

**MATERIALS/RESOURCES:**
Foods lab and equipment
Cake recipe and ingredients:
Joy's Wacky Cake
Sift together into an 8-by-8-inch pan:
1-1/2 cups flour
1 cup sugar
1/2 teaspoon salt
3 tablespoons cocoa
1 teaspoon baking soda
Poke 3 "holes" into the mixture. Into the first hole, pour 1 teaspoon vinegar; into the second hole, pour 1 teaspoon vanilla; into the third hole, pour 5 tablespoons oil.
Pour 1 cup of hot water over everything and stir until well mixed.
Bake at 350° for 25 to 30 minutes.

| Activity Developed by: | Name(s) | School |
|---|---|---|
| | Alice Anne Berlage, Linda N. Dale | GHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Cloth Versus Disposable Diapers--A Case Study

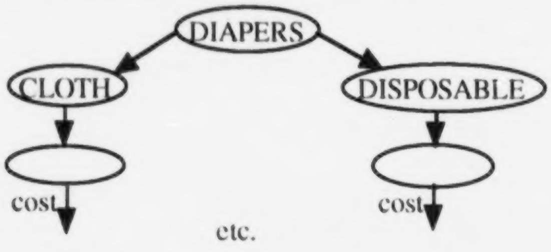
| COURSE(S): | GRADE(S): |
|---|---|
| Practical Homemaking Skills | 9 - 12 |
| Ecology, Biology I | 9 - 12 |

**OBJECTIVE(S):**
3.03 Apply the decision making process to consumer choices
12.0 Describe how ecology interacts with society and technology

**CAREER/LIFE CONNECTION:**
Prepare students for wise decision making in parenting duties
Reinforce SCANS Basic Skills (reading, writing, mathematics, listening, speaking); Thinking Skills (decision making, reasoning); Personal Qualities (responsibility); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students read "Danger in Diaperland" by Penny Ward Moser.
2. Science teacher helps students trace environmental costs for the use of disposable versus cloth diapers (sanitation, bacterial studies, energy costs); students graph findings.
3. Home Economics teacher helps students gather and chart costs in terms of money and time.
4. Students interview parents, relatives, and friends for opinions and preferences.
5. Students develop concept map contrasting cloth and disposable diapers in terms of monetary costs, time, sanitation, environment, energy costs, etc.



**METHOD(S) OF EVALUATION:**
Graphs and charts
Concept maps

**MATERIALS/RESOURCES:**
Cloth and disposable diapers
Wash machines, detergent, dryers
Graph paper
Article: "Danger in Diaperland" (In Health. Sept/Oct 1991)
The Developing Child, pages 253-256 (Glencoe, 1994)
Parenting: Rewards and Responsibilities, pages 182-182 (Glencoe, 1994)

| Activity Developed by: | Name(s) | School |
|---|---|---|
| | Carol Taylor, Charisse Cosgray | RRHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Consumer Product Safety

| COURSE(S): | GRADE(S): |
|---|---|
| Practical Homemaking Skills | 10 - 12 |
| Chemistry I | 10 - 12 |

**OBJECTIVE(S):**
3.03 Apply the decision-making process to consumer choices
2.02 Classify matter on the basis of chemical and physical properties

**CAREER/LIFE CONNECTION:**
Understand how to make decisions on "best" consumer purchases (project description included)
Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (decision making); Personal Qualities (responsibility); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students choose consumer product (soap, batteries, light bulb, paint, cosmetics, etc.).
2. Students research product--how it works, what it's made of, safety, etc.--including a call or letter to the company requesting information. Chemistry students concentrate on chemical composition.
3. Teachers discuss home product safety, proper disposal, economics of different brands, etc.
4. Students prepare three to five page research paper including consumer pamphlets received from companies.
5. Students orally present information to class.

**METHOD(S) OF EVALUATION:**
Research reports
Group discussion
Oral reports

**MATERIALS/RESOURCES:**
Consumer product information from companies
800 telephone numbers
Magazines, trade journals
Product labels
Library resources

| Activity Developed by: | Name(s) | School |
|---|---|---|
| | Mary Sawyer, Jane Goodwin | RHS |

# CHEMISTRY PROJECT
1993-94

DUE DATE: JANUARY 26, 1994
VALUE: TWO TEST GRADES
LENGTH: 1000 WORDS MINIMUM
REFERENCES: THREE MINIMUM--ONE MUST BE A LETTER FROM A COMPANY; NO ENCYCLOPEDIAS

1. Write a report detailing all the chemical aspects of your topic.

2. Write a letter to a company's consumer department requesting as much information about their product as you can get--pictures, diagrams, ingredients, uses, dangers, etc. 1-800 numbers are helpful too.

3. Research using chemical journals, trade magazines, consumer reports, current news articles. You won't find the right type of information in encyclopedias, so don't even use them.

4. These are things found around the average home, so ask questions, read labels or instruction manuals, look for information wherever you can find it. How about some of the people at the Career Fair!!??

5. The stress is on the chemical structure or ingredients in the products; diagrams using chemical symbols should be shown and explained.

6. For your individual topic, all things listed must be explained, compared, or contrasted to make the report a complete picture of that topic.

7. A good reporter covers what...where...when...how...who...benefits...dangers...interesting facts...historical data...cost...uses...etc.

8. The paper must be done on computer--either your own at home or one here at school. Time will be given to go to the Media Center or computer lab to write.

9. Prepare a rough draft with all notes and quotes, according to your English teacher's directions, before writing your final draft on the computer. I will be checking the rough drafts one week before the due date.

10. This is meant to be a fun project, to let you really find out how all of those things work and what they're all made of--so have fun!!

# CHEMISTRY PROJECT TOPICS

1. Microwaves--how the ovens work, long distance phone transmission, dangers, benefits, future uses for telecommunications, defense.

2. Artificial sweeteners/fat substitutes--NutraSweet, saccharin, cyclamates, non-fat ice cream, etc.--safe, carcinogenic, etc.

3. Chlorofluorocarbons--freon, aerosol propellants, air conditioning coolants, refrigerators, new law for 1995, ozone dangers.

4. Vitamins--A, B1, B2, B6, B12, D, D, E, K--structure, function, uses, real versus man-made, overdoses, history of discovery, etc.

5. Food additives--preservatives, artificial colors, sodium nitrites, BHT, MSG, many others--necessary, dangerous, natural versus man-made.

6. Cleaning products--detergents, bleach, polishes, spot removers, solvents, rug cleaners, drain cleaners, Lestoil, Mr. Clean, etc.

7. Metals--heavy metals as pollutants, metal tarnish removers, metal plating processes, rust, corrosion, strength, ores, mining, etc.

8. Adhesives--for flooring, roofing, types of glue, super glue, Elmer's, rubber cement, epoxy, why different uses, chemical bonds, etc.

9. Fire extinguishers--types, dry chemical, CO2, halon, foam use at airports, which one for which types of fires, safety, fireproof materials.

10. Illuminations--types of light bulbs, incandescent, fluorescent, halogen, mercury vapor, sodium vapor, neon, etc.--head lights, spot lights, klieg lights, brightness scales, watts, power, etc.

11. Batteries--car, dry cell, alkaline versus nickel cadmium, rechargeable, ingredients, disposal, recycling, etc.

12. Videotape--construction, materials, quality, CD's, videodisks, how it all works.

13. Air pollutants--sources, clean-up, catalytic converters, factories, car exhaust, scrubbers, new laws, fines.

14. Water quality--pollutants, minerals, water softeners, factories, laws, swimming pools, PH, filters, public drinking quality control.

15. Medicines--over-the-counter--aspirin, sinus, allergy, colds, flu, generic versus brands, antacids, chemical description of how they all work, origins.

16. Medicines--prescription--why not over-the-counter, heart, blood, allergy, pain, sleeping, dosages, origins, etc.

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Nutritional Information from Food Packaging Labels

| COURSE(S): | GRADE(S): |
|---|---|
| Practical Homemaking Skills | 9 - 12 |
| Biology I | 9 - 12 |

**OBJECTIVE(S):**

| | |
|---|---|
| 4.0 | Plan for, prepare, and serve nutritious food |
| 8.0 | Demonstrate computer literacy |
| 1.06 | Solve a problem through interpretation of data |

**CAREER/LIFE CONNECTION:**

Understand food pyramid and new food labeling information and use it to effectively plan nutritious meals

Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (decision making); Competencies (interpersonal, information, technology)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students develop understanding of key vocabulary using government pamphlet as resource.
2. Teacher assigns food package label to each student.
3. Students complete "Soundbites" handout using their food package label to obtain information.
4. Students use computer program to analyze food labels for percentage of daily food value provided.
5. Students present nutritional report of food product to class.
6. Students use the scientific method to analyze the content information and plan a nutritious meal.

**METHOD(S) OF EVALUATION:**

Test of vocabulary
Oral reports
Completed worksheet
Paper showing use of scientific method

**MATERIALS/RESOURCES:**

Pamphlet: "How to Read the New Food Label" (FDA and American Heart Association)
Package labels from empty food containers
Soundbites worksheet (National Live Stock and Meat Board, 1993)
New food pyramid model and video: "Food Choices for Young Adults"
Computer lab
"Science of Food, Agriculture, and Environment" Supplement for Teaching; page 1 attached (CAST, 1994)

| Activity Developed by: | Name(s) | School |
|---|---|---|
| | Jackie Gentry, Tamara Davies | PCHS |

## What's New About the Label?

It's simple. Healthy eating has never been easier, thanks to the new nutrition label. Here's the good news:

- Most foods in the grocery store must now have a nutrition label and an ingredient list.
- You can buy with confidence. Claims like "low cholesterol" and "fat free" can be used only if a food meets new legal standards set by the government.

You are looking at a new label if it's titled *Nutrition Facts*. Old labels may still be around for a while, so don't be surprised if you see them.

## Why Read the Label?

Read the label to help choose foods that make up a healthful diet. Eating a healthful diet can help reduce your risk factors for some diseases. For example, too much saturated fat and cholesterol can raise blood cholesterol (a risk factor for heart disease). Too much sodium may be linked to high blood pressure. High blood pressure is a risk factor for heart attack and stroke.

No one food can make you healthy. In addition to eating healthful foods, stay active, don't smoke, and watch your weight!

printed on recycled paper

## You Can Rely on the New Label

Rest assured, when you see key words and health claims on product labels, they mean what they say as defined by the government. For example:

| Key Words | What They Mean |
|---|---|
| Fat Free | Less than 0.5 gram of fat per serving |
| Low Fat | 3 grams of fat (or less) per serving |
| Lean | Less than 10 grams of fat, 4 grams of saturated fat and 95 milligrams of cholesterol per serving |
| Light (Lite) | [illegible] less calories or no more than [illegible] the fat of the higher-calorie, higher-fat version; or no more than [illegible] the sodium of the higher-sodium version |
| Cholesterol Free | Less than 2 milligrams of cholesterol and 2 grams (or less) of saturated fat per serving |

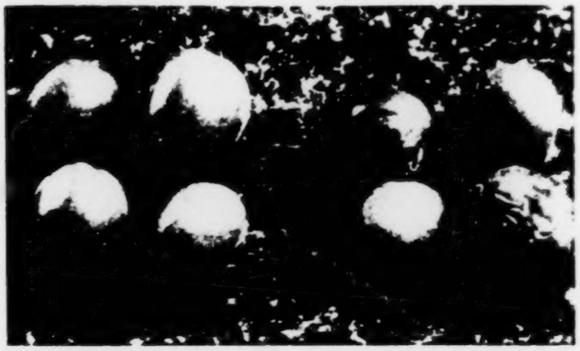
| To Make Health Claims About... | The Food Must Be... |
|---|---|
| Heart Disease and Fats | Low in fat, saturated fat and cholesterol |
| Blood Pressure and Sodium | Low in sodium |
| Heart Disease and Fruits, Vegetables and Grain Products | A fruit, vegetable or grain product low in fat, saturated fat and cholesterol, that contains at least 0.6 gram soluble fiber, without fortification, per serving |

*Other claims may appear on some labels*

from "How to Read the New Food Label" pamphlet; "Text and graphics are in the public domain and may be reproduced without permission." (Food and Drug Administration and American Heart Association National Center, 7272 Greenville Avenue, Dallas, Texas 75231-4596; 1-800-242-8721)

# Science of Food, Agriculture, and Environment

**Supplement for Teaching**
**Volume 7, Number 1**
**January 1994**



**A Look Inside a New Tomato** 2

A new tomato, produced through genetic engineering, is coming to your supermarket. It can be picked riper and has a longer shelf life.

**Production of Safe Meat** 8

The meat production and inspection system is changing to provide consumers with safer food.

**Technology in the Field** 16

Satellites and lasers are changing farming.

**Agricultural Research** 6
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**Route to:**

**CAST**
**Council for Agricultural Science and Technology**
4420 West Lincoln Way, Ames, IA 50014-3447
(515) 292-2125

## Corn Meal Kills Weeds, Fertilizes

Consumers may soon be able to kill their crabgrass and fertilize their lawn with the same natural corn byproduct. Iowa State University researchers accidentally discovered what is believed to be the first "natural" weed killer and fertilizer—corn gluten meal. They have received a patent for the use of the meal as a natural herbicide.

A protein substance extracted from corn during processing, the product inhibits germination in crabgrass and other annual weeds, says horticulturist Nick Christians. At the same time, its 10% nitrogen content acts as a fertilizer. While it is less effective and more expensive than synthetic weed killers, the meal offers consumers an alternative to standard herbicides. The material is not a complete substitute for synthetic products, Christians explains, but it is a viable alternative for people who do not want to use traditional preemergence herbicides or who are restricted by law from doing so.

Christians and his colleague, Clinton Hodges, are trying to find out what part of the product affects germination and root development. If they can extract a compound, they may be able to develop a more effective and less expensive product. The product is being promoted as an environmentally safe, natural herbicide that can possibly replace synthetic herbicides.

Christians has been testing the meal in research plots for more than seven years. He says there are other natural organic fertilizers available, but none have the weed-inhibiting capability of the corn gluten meal. Christians and Hodges discovered the corn gluten meal's weed-killing and fertilizing properties in 1985 when using leftover corn meal from the university's food service as a growth medium for a microorganism. During the study, they noticed that the meal inhibited the germination of weed grasses. Christians then looked at samples of other byproducts from corn companies and found through greenhouse studies that the key ingredient was gluten meal.

The scientists also have tested corn gluten meal on other grasses and broadleaf weeds. They expect corn gluten meal to be marketed for crops as well as home gardens.

*Source: Patricia Brazeel Lewis, New Jersey Agricultural Experiment Station. In Agricultural Research Digest, September/October 1993, National Research Communications Project.*

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Seafood Feast

| **COURSE(S):** | **GRADE(S):** |
|---|---|
| Practical Homemaking Skills | 9 - 12 |
| Biology I | 10 |

**OBJECTIVE(S):**
4.03 Demonstrate safe use of kitchen tools and equipment
4.04 Identify sanitation rules in the preparation and storage of food
9.01 Compare the vertebrate body plan with the invertebrate body plan

**CAREER/LIFE CONNECTION:**
Gain skills in preparing seafood since the seafood industry has a major economic impact in this area and fresh seafood is readily available
Reinforce SCANS Basic Skills (reading); Personal Qualities (responsibility); Competencies (resources)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Biology students study the morphology of various vertebrates and invertebrates with an emphasis on economically important saltwater species.
2. Biology students join homemaking students in foods lab for demonstrations of safe and sanitary procedures in preparation of clam chowder, fried calamari, shrimp, and fish.
3. As a supplement (alternative) to dissection, students examine animals that are prepared as food.
4. Students participate in "Tasters Table" of food items listed in #2 above.
5. Students evaluate the activity.

**METHOD(S) OF EVALUATION:**
Student identification of body parts during cleaning of meat
Student evaluation of Seafood Feast

**MATERIALS/RESOURCES:**
Readings and diagrams of saltwater species
Videos
Foods lab
Clams, calamari, shrimp, fish, and other ingredients for recipes used

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Alice Anne Berlage, Linda N. Dale | GHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Body Measurement and Proportion

| **COURSE(S):** | **GRADE(S):** |
|---|---|
| Practical Homemaking Skills | 9 - 12 |
| Explorations in Mathematics I | 9, 10 |
| Algebra I | 9 - 12 |
| Geometry, Geometry | 9 - 12 |
| Biology I | 9 - 12 |

**OBJECTIVE(S):**

| | |
|---|---|
| 5.03 | Complete a simple sewing activity using machine or hand sewing techniques |
| 1.02 | Develop an understanding of ratio, proportion, and percent |
| 3.0 | Use algebraic and related strategies to solve problems |
| 2.0 | Use geometric models to represent and solve problems |
| 1.0 | Use the scientific method to solve problems, employ metric measurements and demonstrate safe and effective use of laboratory instruments |

**CAREER/LIFE CONNECTION:**
Understand body proportions and make wise selections of styles for various body types
Use knowledge of measurement and machine use to sew a garment that fits wearer
Reinforce SCANS Basic Skills (reading,writing, mathematics, listening, speaking); Thinking Skills (problem solving); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher leads discussion using textbook information on ratios and proportions and other classroom materials.
2. Students solve giant problem in ratio, proportion, and percentage unit (MAPS Plus. Florida State University, 1992).
3. Students measure body using proportions:
   - 2 x circumference of thumb base = 1 wrist circumference
   - 2 x wrist circumference = 1 neck circumference
   - 2 x neck circumference = 1 waist circumference
   - elbow to wrist = foot length
   - 1 arm span (hand to hand) = height
4. Pairs of students complete metric measurement worksheet ("How Do You Measure Up?) and "Making Pattern Adjustments (Creative Living, page 106, Bennett, McKnight, 1986).
5. Students sew an item of clothing, making proper adjustments to the pattern.

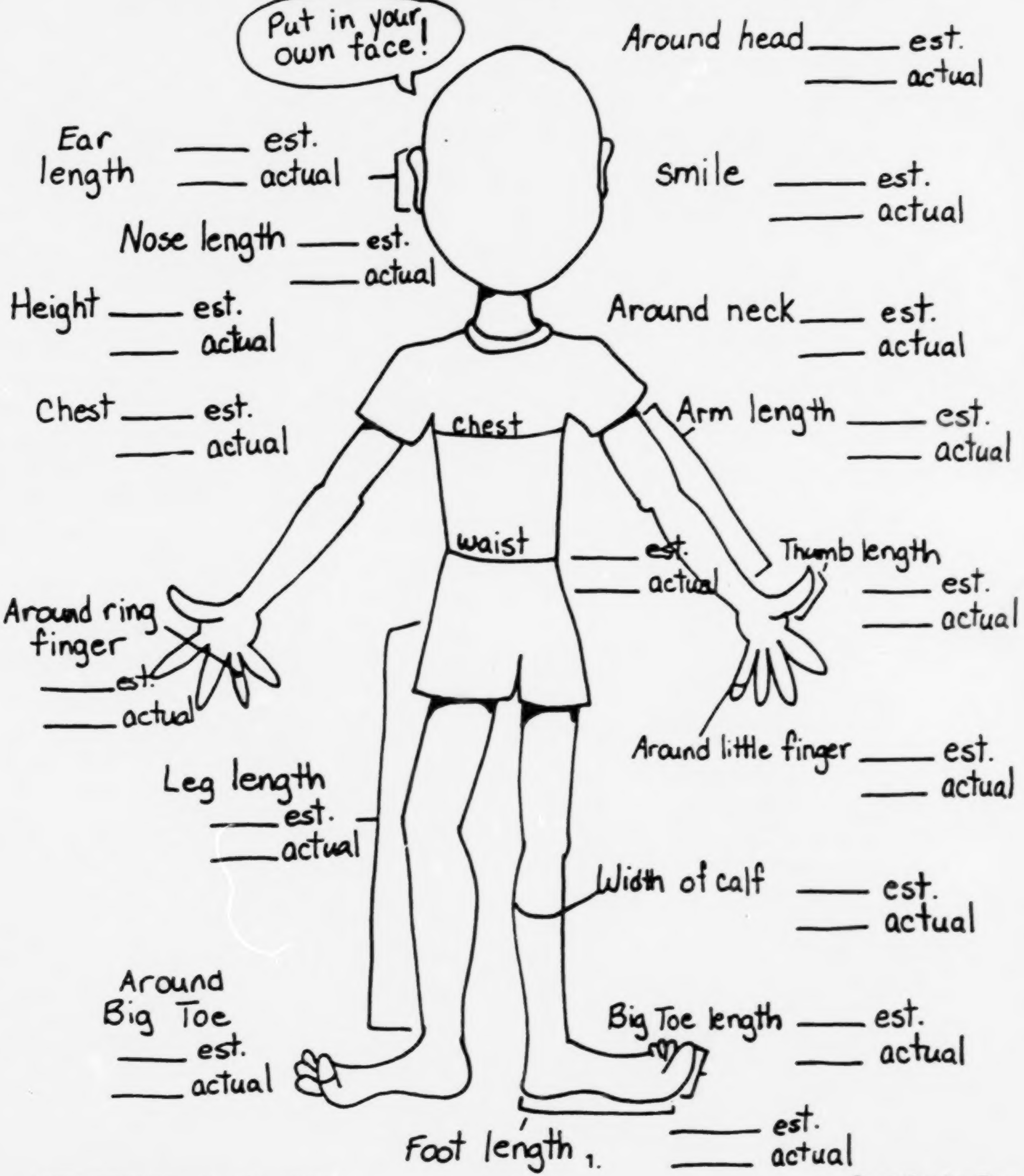
**METHOD(S) OF EVALUATION:**
Worksheets: "How Do You Measure Up?" AIMS Education Foundation, 1986 (attached)
Completed items of clothing, graded for fit as well as proper construction techniques
Test on ratio and proportion

**MATERIALS/RESOURCES:**
Tape measures, including metric ones
Math textbooks with information on ratio and proportion
Sewing machines and cloth

**Activity Developed by:** **Name(s)** Carol Taylor, Jill Nielsen, Charisse Cosgray
**School** RRHS

# How Do You Measure Up?

"Estimate your measurements in metrics then use a tape measure to find your actual measurements."


Put in your own face!
chest
waist

Around head ____ est.
____ actual

Ear length ____ est.
____ actual

Smile ____ est.
____ actual

Nose length ____ est.
____ actual

Height ____ est.
____ actual

Around neck ____ est.
____ actual

Chest ____ est.
____ actual

Arm length ____ est.
____ actual

Waist ____ est.
____ actual

Thumb length ____ est.
____ actual

Around ring finger ____ est.
____ actual

Around little finger ____ est.
____ actual

Leg length ____ est.
____ actual

Width of calf ____ est.
____ actual

Around Big Toe ____ est.
____ actual

Big Toe length ____ est.
____ actual

Foot length 1. ____ est.
____ actual

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# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Comparison Shopping--Cost Versus Taste

| **COURSE(S):** | **GRADE(S):** |
|---|---|
| Practical Homemaking Skills | 11, 12 |
| Consumer Mathematics | 11, 12 |

**OBJECTIVE(S):**
3.03 Apply the decision making process to consumer choices
1.01 Find the unit price and determine the best buy

**CAREER/LIFE CONNECTION:**
Compare taste and price of brownies made from "scratch" with ones from a boxed mix
Reinforce SCANS Basic Skills (reading, mathematics); Thinking Skills (decision making); Competencies (resources, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Math students determine grocery list for both types of brownies and record cost for each.
2. Home economics students prepare brownies from the box and from scratch.
3. All students participate in taste survey.
4. Students compare cost and taste for both kinds of brownies and vote for the best alternative.
5. Math students compile survey results and provide written report.

**METHOD(S) OF EVALUATION:**
Final report compiled from group survey

**MATERIALS/RESOURCES:**
Ingredients for both types of brownies
Foods lab and equipment

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Carol Taylor | RRHS |
| | Kathleen Butler | RHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Consumer Credit

| **COURSE(S):** | **GRADE(S):** |
|---|---|
| Practical Homemaking Skills | 11, 12 |
| Consumer Mathematics | 11, 12 |

**OBJECTIVE(S):**

3.03 Apply the decision-making process to consumer choices

2.04 Demonstrate an awareness of banking services, i.e., savings and checking accounts, loans, and credit cards

2.08 Find the amount of interest charged on the unpaid balance on credit cards

**CAREER/LIFE CONNECTION:**

Understand use of credit--finance charge, percent of interest, monthly payments

Reinforce SCANS Basic Skills (mathematics, listening, speaking); Thinking Skills (decision making); Competencies (resources, interpersonal, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students investigate requirements for credit and study credit laws.
2. Credit counselors speak to classes.
3. Groups of five home economics students "sell" various credit cards--VISA, Mastercard, Discover, American Express, etc.
4. Math students tally information regarding interest rate, finance charge, etc., for various cards.
5. Students debate issues regarding "best" consumer choices.

**METHOD(S) OF EVALUATION:**
Debates

**MATERIALS/RESOURCES:**
Credit card information
Credit counselors as guest speakers
Textbook: Skills for Everyday Living (Goodheart-Willcox Company)

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Mary Sawyer, Kathleen Butler | RHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Expression of Communication

| COURSE(S): | GRADE(S): |
|---|---|
| Practical Homemaking Skills | 11 - 12 |
| Applied Mathematics I, II | 11 - 12 |

**OBJECTIVE(S):**

3.04 Apply individual and family decision making process to consumer choices
5.0 Plan for, select, and care for personal clothing and accessories
3.1 Read, construct, and interpret tables and graphs (bar, line, and circle)

**CAREER/LIFE CONNECTION:**

Communicate through verbal, nonverbal, and visual expression to ensure success in personal lives and professional careers
Discover the cost of expression via telephone, mail, television
Learn proper attire for business and pleasure
Reinforce SCANS Basic Skills (reading, writing, mathematics, listening); Thinking Skills (decision making); Personal Qualities (self-esteem); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students write a letter of complaint.
2. Students design and write an invitation.
3. Guest from clothing store discusses style and visual expression through clothing.
4. Guest speaks on Color Me Beautiful.
5. Students demonstrate proper care of clothing.
6. Students research and chart cost of telephone rates by minute/distance, etc.
7. Students research and chart cost of mail--personal first class, bulk.
8. Advertising agent speaks to students on advertising costs.
9. Students research and chart cost of commercials, print advertisements, etc.

**METHOD(S) OF EVALUATION:**

Completed letter and thank you note
Students' charts

**MATERIALS/RESOURCES:**

Text: Living Today (Glencoe)
Guest speakers
Information regarding telephone charges, postage rates, television commercial costs, and magazine advertisement costs

| Activity Developed by: | Name(s) | School |
|---|---|---|
| | Jackie Gentry, Douglas Latta | PCHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Fast Food Nutrition

| COURSE(S): | GRADE(S): |
|---|---|
| Practical Homemaking Skills | 11, 12 |
| Applied Mathematics I | 11, 12 |

**OBJECTIVE(S):**
4.02 Choose a breakfast, lunch and dinner menu, incorporating the Basic Four Food Groups, from a fast food establishment
3.1 Read, construct, and interpret tables and graphs (bar, line, and circle)

**CAREER/LIFE CONNECTION:**
Determine and compare the nutritional value when eating at various fast food restaurants
Reinforce SCANS Basic Skills (reading, mathematics, listening); Thinking Skills (decision making); Competencies (information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students compare nutritional information of menu items from Burger King, McDonalds, and Hardees.
2. Groups of students make bar graphs showing this comparison by using the same food items from each of the three fast food chains.
3. Teacher and students discuss percentage of daily requirements from each food group.

**METHOD(S) OF EVALUATION:**
Bar graphs

**MATERIALS/RESOURCES:**
Brochures containing nutritional information from the three fast food chains
Graph paper

| Activity Developed by: | Name(s) | School |
|---|---|---|
| | Kathy Byrne, Pam Bellerose | HHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Goal Setting/Time Management

| **COURSE(S):** | **GRADE(S):** |
|---|---|
| Practical Homemaking Skills | 10 - 12 |
| Applied Mathematics I | 10 - 12 |

**OBJECTIVE(S):**
9.07 Develop a personal growth project
1.3 Compute solutions to real world problems involving rational numbers and percents, using calculators when appropriate

**CAREER/LIFE CONNECTION:**
Define personal/professional goals and assess how time is spent in relation to the goals
Learn how to manage time more effectively through defining goals
Reinforce SCANS Basic Skills (reading, writing, mathematics); Thinking Skills (decision making); Personal Qualities (self-management); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students define goals using attached handout.
2. Students map lifetime goals on newsprint.
3. Students display maps and explain goals to class.
4. Students keep diary in fifteen minute segments for one week.
5. Students categorize activities, e.g., leisure, work, rest, relational.
6. Students calculate the percentage of time spent daily and weekly on activities in each category.
7. Students assess how well their time management reflects their goals and what changes need to be made.

**METHOD(S) OF EVALUATION:**
Diaries
Student evaluations

**MATERIALS/RESOURCES:**
Handouts (source unknown)
Posters
Textbook: Living Today (Glencoe, 1988)
Newsprint, markers
Daily diary broken down into fifteen minute segments

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Jackie Gentry, Douglas Latta | PCHS |

## VALUE CHECK LIST

Put numbers 1, 2, 3, by the three that are the most important to you (in order of their importance).

| Values | Very Important | Kind of Important | Not Important |
|---|---|---|---|
| What others think of me | | | |
| Having a clean room (or house) | | | |
| Honesty in all things | | | |
| Respect for others' property | | | |
| Obeying the law | | | |
| Not hurting other peoples' feelings | | | |
| Loyal friends | | | |
| Being a loyal friend | | | |
| Having a car | | | |
| Doing things for others | | | |
| Having really nice clothes | | | |
| Having a boyfriend or girlfriend | | | |
| Looking neat and attractive | | | |
| Improving myself: growing, maturing | | | |
| Getting a good education | | | |
| Finding a good job after graduation | | | |
| Being popular | | | |
| Not violating parents trust in me | | | |
| Really doing something to make this a better world to live in. | | | |
| Lots of sleep | | | |
| Finding a husband or wife | | | |
| Being rich | | | |
| Having lots of fun | | | |
| Traveling, seeing this world | | | |
| Being an individual, not a group member | | | |
| Outdoors-camping-keeping the outdoors beautiful for all to enjoy | | | |

# GOALS

## What Do You Want to Do?

Part I

1. Write down your lifetime goals.

   - try to fill up a whole sheet of paper
   - place a star before the three you consider most important.

2. List each of the three on another sheet of paper.

   - under each, list things you must do to reach that goal. (be specific)
   - under each, put down something you might do next week to help reach the goal

These goals will change and need clarifying and improving every once-in-awhile.

Part II

1. How would you like to spend the next 5 years? Not how will you or how should you, but how would you really like to????? May be your wildest dreams...

   - does this fit in with your lifetime goals ???

Part III

1. Design a perfect day for yourself FIVE Years from now. Use your imagination, but be sure it is YOUR perfect day.
2. When are you glad you are alive--really glad?
3. What do you regret not doing lately??

Part IV

1. How are you succeeding in reaching your goals -- are your actions directed or wishy--washy? Describe your progress and problems.

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Interior Design

| COURSE(S): | GRADE(S): |
|---|---|
| Practical Homemaking Skills | 9 - 12 |
| Explorations in Mathematics I | 9 - 10 |
| Algebra I | 9 - 12 |
| Geometry, Geometry Honors | 9 - 12 |

**OBJECTIVE(S):**
1.01 Determine how lifestyles affect living space needs for the individual and family
1.02 Develop an understanding of ratio, proportion, and percent
2.05 Investigate and determine angle measures, perimeter, area, and volume using manipulatives where appropriate
3.0 Use algebraic and related strategies to solve problems
2.0 Use geometric models to represent and solve problems

**CAREER/LIFE CONNECTION:**
Evaluate and draw floor plans to meet specific individual and family needs for living
Reinforce SCANS Basic Skills (reading, writing, mathematics, listening, speaking); Thinking Skills (creative thinking, problem solving, seeing things in the mind's eye, reasoning); Personal Qualities (self-management); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Home Economics and Math teachers lead classroom discussions on evaluating floor plans in order to meet living space needs.
2. Students complete attached worksheets, "Floor Plans for Families" (chapter 19: "Developing a Design Plan," pages 150-152, from Homes, Today and Tomorrow Workbook, Glencoe, 1990).
3. Students draw floor plans to scale on graph paper.
4. Students measure and determine areas of their homes; research costs of carpeting and tile; and determine cost to carpet and tile their homes.

**METHOD(S) OF EVALUATION:**
Floor plan drawn to scale
Calculation of floor covering costs

**MATERIALS/RESOURCES:**
MAPS Plus (Math Achievement through Problem Solving)
Algebra and geometry textbooks
Newspaper ads
Graph paper
Homes with Character by Hazel Thompson Craig (Glencoe/McGraw Hill Publishing)

| Activity Developed by: | Name(s) | School |
|---|---|---|
| | Carol Taylor, Jill Nielsen | RRHS |

Name Date Class Period

# FLOOR PLANS FOR FAMILIES

Choosing the right floor plan for a family is not always a simple task. You must not only look at the needs and wants of the family members, but you must also evaluate space and traffic patterns.

## Purpose

To analyze two families and determine what floor plans are suitable for them.

## Resource

- Textbook, Chapters 1 and 19

## Tools and Materials

- Pencil
- Notebook paper

## Directions

1. Read the descriptions of two families below.
2. Study the floor plans of the two houses on the pages that follow. Keep the family descriptions in mind.
3. Decide which floor plan you think best suits each family.
4. Fill out the "Recommendations" form to explain your decision.

### The Gavlinski Family

This family consists of a man, a woman, and three children, boys, ages 9 and 12, and a girl, age 16. The man and woman are both employed outside the home. Mornings are hectic in this household as the whole family gets ready for work and school. Breakfast often takes place in shifts, with the children preparing it for themselves. Evenings are busy too, as the family tries to juggle activities involving the different family members. Although many weekends are used for errands and catching up on jobs around the house, the Gavlinskis frequently invite groups of family or friends over to share a meal and spend some time together.

### The Campbell Family

The Campbell family consists of a married couple, both with careers. One career requires that paperwork often be brought home at night for completion. Both people love to cook and enjoy trying out new and unusual recipes on their friends. As a result, they entertain often, in both small groups and large. Sometimes their guests are clients or others associated with work. Since both friends and relatives live out of town, visitors often spend the night.

*(Continued on next page)*

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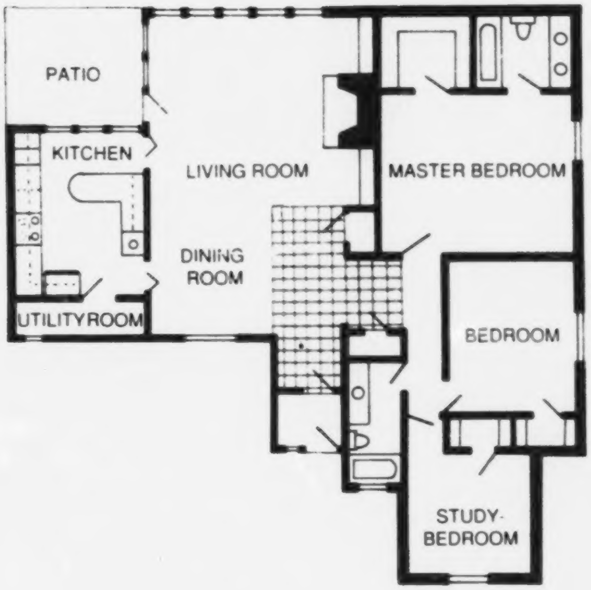
from Homes, Today and Tomorrow Workbook, 1990

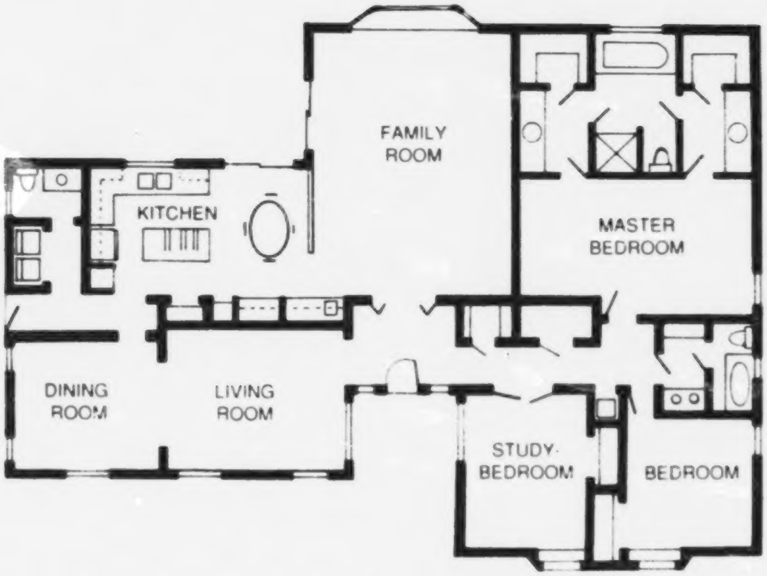
**Name** **Date** **Class Period**

# Two Floor Plans

## Plan A


PATIO
KITCHEN
LIVING ROOM
MASTER BEDROOM
DINING ROOM
UTILITY ROOM
BEDROOM
STUDY-BEDROOM

## Plan B


FAMILY ROOM
KITCHEN
MASTER BEDROOM
DINING ROOM
LIVING ROOM
STUDY-BEDROOM
BEDROOM

*(Continued on next page)*

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from Homes, Today and Tomorrow Workbook, 1990

**Name** **Date** **Class Period**

# Recommendations

Identify the floor plan you selected for each family. Briefly explain your recommendation. Then list the features of the floor plan that would be appropriate for the family's lifestyle.

## The Gavlinski Family

1. Plan selected:
2. Reasons for your recommendation:
3. Features of the floor plan that are appropriate for the family's lifestyle:

## The Campbell Family

1. Plan selected:
2. Reasons for your recommendation:
3. Features of the floor plan that are appropriate for the family's lifestyle:

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from Homes, Today and Tomorrow Workbook, 1990

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
On Your Own--Buying a Car and Home Furnishings; Renting an Apartment

| **COURSE(S):** | **GRADE(S):** |
|---|---|
| Practical Homemaking Skills | 11, 12 |
| Consumer Mathematics | 11, 12 |

**OBJECTIVE(S):**

03.04 Apply individual and family decision-making process to consumer choices; Help the student learn to efficiently and wisely make informed decisions when purchasing an automobile and home furnishings or renting an apartment

1.0 Use mathematical problem solving to collect and analyze data for informed decision making regarding consumer purchases

**CAREER/LIFE CONNECTION:**

Equip students with tools to research for quality and price and to understand the sales pitch when making a major consumer purchase

Reinforce SCANS Basic Skills (reading, mathematics, listening, speaking), Thinking Skills (decision making, reasoning), Personal Qualities (responsibility, self-management), and Competencies (resources, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Car salesman speaks to students about what to look and listen for as sales person presents his facts.
2. Students complete mini report from Consumer Reports on used car trouble index.
3. Teacher and students take field trip to furniture store.
4. Students restore piece of "hand-me-down" furniture and keep a record of the cost.
5. Students research newspaper ads to find out about the cost and additional expenses of renting an apartment.
6. Students call for additional information about an available apartment.
7. Students calculate interest on purchases, e.g., cars, homes, appliances, recreational vehicles.

**METHOD(S) OF EVALUATION:**

Mini report of used car trouble index
Pre- and post test of facts about buying a car
Furniture restoration and cost analysis
Class report on information received from phone call about apartment rental
Interest calculated on purchases

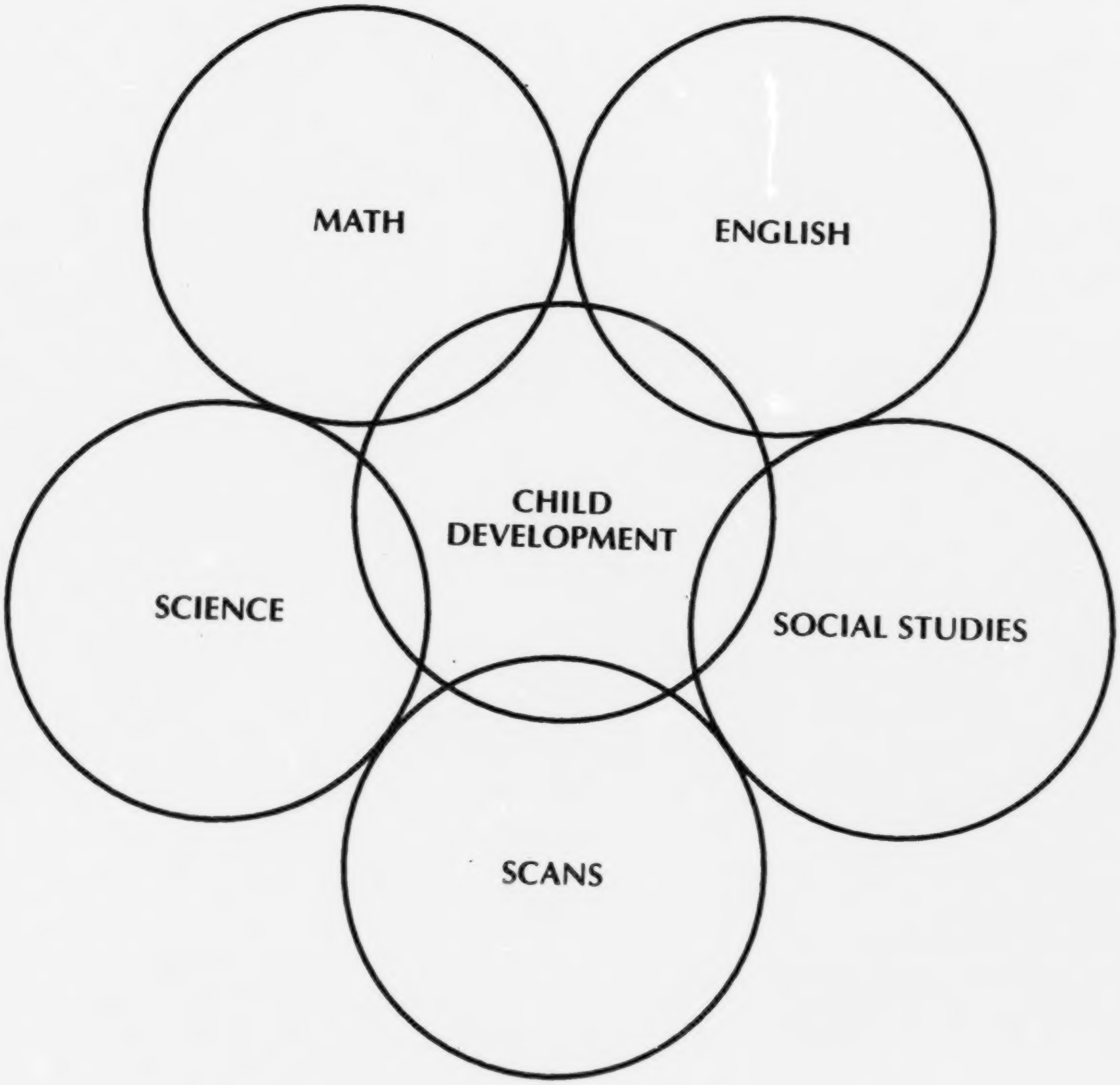
**MATERIALS/RESOURCES:**

Car salesman
Consumer Reports, newspapers
Furniture Store
Textbook--Living Today (Glencoe, 1988)
"Futures for the Class of Ninety-Four" (Scholastic Inc., 1993)
Cambridge Car Buying System video series (1-800-468-4227)
Calculators

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Jackie Gentry, Douglas Latta | PCHS |

# Level 3

# Child Development


MATH
ENGLISH
CHILD DEVELOPMENT
SCIENCE
SOCIAL STUDIES
SCANS

# INTERDISCIPLINARY CONCEPT MODEL

**ORGANIZING THEME:**

**AGING AND DEATH**

## SCANS

- Basic Skills
- Thinking Skills
- Personal Qualities
- Competencies:
  - Resources
  - Interpersonal
  - Information
  - Systems

## HOME ECONOMICS

- Feelings related to death
- Grief process
- Stages of death
- Guest speaker from Hospice
- Movie: "But He Was Only Seventeen

## ENGLISH

- "Death of a Salesman"
- Values and goals
- Comparing personal goals with those of characters
- Symbolism

## SCIENCE

- Biological changes related to aging
- Definition of terms
- Time line
- Pie graph

## SOCIAL STUDIES

- Government aid to elderly--programs and services
- Government pamphlets
- Guest speaker
- Visit to nursing home

## MATHEMATICS

- Costs related to aging and death
- Estimate of funeral costs
- Guest speakers from Hospice and funeral home

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Aging and Death

**COURSE(S):**
Child Development

**GRADE(S):**
11 - 12

**OBJECTIVE(S):**
2.02 Explain why development is viewed as a continuous process from conception to death
2.03 Sequence the stages of development from conception to old age

**CAREER/LIFE CONNECTION:**
Learn the stages of death and how to teach children about death--the feelings associated with it and ways to deal with it
Reinforce SCANS Basic Skills (reading, writing, listening); Thinking Skills (problem solving); Personal Qualities (self-esteem, self-management); Competencies (information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students take pretest on mourning and death.
2. Students write a paragraph on their feeling about death of person or pet.
3. Teacher displays bulletin board on 1) grief process and 2) stages of dying.
4. Guest speaker from Hospice discusses death and grieving process with class.
5. Students view movie, "But He Was Only Seventeen."
6. Students take post test on death and mourning.

**METHOD(S) OF EVALUATION:**
Pretest/post test

**MATERIALS/RESOURCES:**
Textbook: Person to Person (Bennett and McKnight, 1981; chapter 13, "Family Breakdown--Death and Divorce," pages 286-298)
Guest speaker from Hospice
Bulletin board
Movie: "But He Was Only Seventeen"
Supplemental materials on the grief process and stages of dying (attached)
Kubler-Ross, Elisabeth On Death and Dying (1969)
Westberg, Granger, Good Grief

**Activity Developed by:** **Name(s)**
Jackie Gentry

**School**
PCHS

# THE GRIEF PROCESS

1. **SHOCK AND DISBELIEF**

   A TEMPORARY RETREAT FROM WHAT HAS HAPPENED AND IS ACCOMPANIED BY A MERCIFUL NUMBING EFFECT

2. **EMOTIONAL RELEASE**

   CRYING

3. **DEPRESSION AND LONELINESS**

   A SENSE OF ALIENATION, WHICH OFTEN FOLLOWS THE EMOTIONAL RELEASE

4. **SYMPTOMS OF PHYSICAL DISTRESS**

   LOSS OF APPETITE, INDIGESTION, HIGH BLOOD PRESSURE, RAPID HEART ACTION OR A CHANGE IN BODY TEMPERATURE

5. **PANIC**

   CHARACTERIZED BY A LACK OF DIRECTION FOR ACTION

## 6. FEELINGS OF GUILT

WISHFUL THINKING AND REGRET CONCERNING THE PAST RELATIONSHIP; GUILT MAY BE EXPRESSED THROUGH ANGER TOWARD OTHERS

## 7. HOSTILITY AND RESENTMENT

THE BEREAVED MAY FEEL RESENTMENT TOWARD THE DOCTORS WHO WERE INVOLVED, TOWARD FRIENDS WHO HAVE NOT SUFFERED AS MUCH AS THEY, OR EVEN TOWARD THE DECEASED WHO "DESERTED" THEM

## 8. INABILITY TO RETURN TO USUAL ACTIVITIES

EXISTENCE SEEMS BARELY WORTH THE EFFORT REQUIRED TO MAINTAIN IT

## 9. RECONCILIATION

THIS IS A VERY POSITIVE STEP, AS IT IS THE BEGINNING OF READJUSTMENT

## 10. ADAPTATION

THE MOST IMPORTANT ASPECT OF THIS STAGE IS THE ACKNOWLEDGMENT THAT A DEATH HAS OCCURRED, BUT LIFE CONTINUES; THE BEREAVED BEGIN TO SEARCH FOR NEW RELATIONSHIPS AS AFFIRMATIONS OF LIFE, RATHER THAN AS SUBSTITUTES FOR THE DECEASED; A FEELING OF BECOMING "WHOLE" AGAIN BY ROUNDING OUT THE SELVES THAT WERE DIMINISHED BY LOSS, THROUGH NEW RELATIONSHIPS AND ACTIVITIES

# STAGES OF DYING

## 1. DENIAL AND ISOLATION:

A TEMPORARY DEFENSE AGAINST THE SHOCK OF LEARNING THAT DEATH IS EXPECTED, ALLOWING THE PATIENT TIME TO MUSTER OTHER DEFENSES

## 2. ANGER:

WHEN DENIAL FAILS, ANGER, ENVY, AND RESENTMENT MAY REPLACE IT; ANGER IS OFTEN WIDELY DIRECTED

## 3. BARGAINING:

AN ATTEMPT TO POSTPONE THE INEVITABLE; USUALLY A REWARD (MORE TIME), A SELF-IMPOSED DEADLINE (A CHILD'S GRADUATION)

## 4. DEPRESSION:

TYPES:

**REACTIVE DEPRESSION**

USES SILENCE

**PREPARATORY DEPRESSION**

TALKS, HAVING MUCH TO SHARE;
REQUIRES INTERACTION WITH PEOPLE

## 5. ACCEPTANCE:

THOSE WHO HAVE HAD ENOUGH TIME AND HELP TO WORK THROUGH THE PREVIOUS STAGES WILL REACH A STAGE WHERE THEY ARE NEITHER DEPRESSED NOR ANGRY TOWARD THOSE DEAR TO THEM; THEY FACE THE END WITH QUIET EXPECTATION; EMOTIONAL SUPPORT IS GREATLY NEEDED

- DR. ELISABETH KUBLER-ROSS

## INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Aging and Death

**COURSE(S):**
English III, IV

**GRADE(S):**
11, 12

**OBJECTIVE(S):**

3.02 Produce a creative piece of writing, such as a short story, poem, character sketch, monologue, or play
5.01 Analyze a fictional work in terms of plot, setting, characterization, conflict, theme, and/or point of view
5.02 Identify figurative language in literary selections
2.02 Explain why development is viewed as a continuous process from conception to death (Child Development)
2.03 Sequence the stages of development from conception to old age (Child Development)

**CAREER/LIFE CONNECTION:**

Develop an awareness of need to plan for future
Understand changes in values and goals as persons age
Display acceptance of various views and goals within the family
Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (creative thinking, reasoning); Personal Qualities (self-management); Competencies (information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher introduces students to Arthur Miller and his work, "Death of a Salesman."
2. Teacher and students discuss the various characters and their goals.
3. Students compare characters' goals with their own goals and values.
4. Students watch the teleplay in three segments; teacher instructs students to take notes on each character's goals and values.
5. Teacher and students discuss each section as viewing is completed.
6. Students complete the "Symbols" and "Dialogue" worksheets after discussing the film.

**METHOD(S) OF EVALUATION:**

Choice of completing true/false and multiple choice test or writing an essay on the "Death of a Salesman"

**MATERIALS/RESOURCES:**

Play: "Death of a Salesman" (1986 film version)
"Symbols" and "Dialogue" worksheets and tests from The Grapes of Wrath and 24 More Videos (J. Weston Walch, 1994)

**Activity Developed by:** **Name(s)**
Richard Gaspar

**School**
PCHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Aging and Death

**COURSE(S):**
American Government

**GRADE(S):**
11 - 12

**OBJECTIVE(S):**

6.01 Describe major areas of domestic concern (e.g., employment, taxation, environment, population)
6.03 Analyze the capability and effectiveness of the federal government in addressing major foreign and/or domestic problems
2.02 Explain why development is viewed as a continuous process from conception to death (Child Development)
2.03 Sequence the stages of development from conception to old age (Child Development)

**CAREER/LIFE CONNECTION:**

Understand the inevitable process of aging and/or death
Reinforce SCANS Basic Skills (reading, listening, speaking); Competencies (interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher lectures on role of government with regard to the individual and describes a government, S.S.A, with regard to aid to the elderly
2. Teacher and students discuss the government's role and list government programs designed for elderly such as Medicare, Medicaid, Social Security.
3. Teacher and students identify local government services, such as Meals on Wheels, Elderly Abuse Court System, etc.
4. Teacher and students read and discuss pamphlets.
5. Guest speaker from government agency discusses their role with regard to the individual.
6. Teacher and students possibly visit nursing home in the area to interview/entertain residents.

**METHOD(S) OF EVALUATION:**
Oral responses

**MATERIALS/RESOURCES:**

Textbook: American Government (West Publishing Company)
Lecture
Pamphlets from Government agencies like S.S.A., H.R.S.

**Activity Developed by:** **Name(s)**
Dee Boles

**School**
PCHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Aging and Death

**COURSE(S):**
Biology I

**GRADE(S):**
11, 12

**OBJECTIVE(S):**
5.0 Discuss biological changes through time
2.02 Explain why development is viewed as a continuous process from conception to death (Child Development)
2.03 Sequence the stages of development from conception to old age (Child Development)

**CAREER/LIFE CONNECTION:**
Understand the inevitable process and aging and/or death
Reinforce SCANS Basic Skills (writing, listening, speaking); Competencies (information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher and students discuss biological changes humans go through as they age.
2. Students define following terms: adolescence, birth, child bearing years, childhood, conception, life span, middle age, mortality, natality, old age, puberty.
3. Students list developmental stages on time line, showing approximate time in each stage.
4. Students make pie graph to reflect approximate time in each stage.

**METHOD(S) OF EVALUATION:**
Time line
Graphs
Quiz

**MATERIALS/RESOURCES:**
Teacher information

| Activity Developed by: | Name(s) | School |
|---|---|---|
| | Tamara Davies | PCHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Aging and Death

**COURSE(S):**
Applied Mathematics I, II

**GRADE(S):**
11, 12

**OBJECTIVE(S):**
5.3 Use approximation techniques to estimate answers to real-world problems
2.02 Explain why development is viewed as a continuous process from conception to death (Child Development)
2.03 Sequence the stages of development from conception to old age (Child Development)

**CAREER/LIFE CONNECTION:**
Make informed decisions regarding funerals and counseling costs
Reinforce SCANS Basic Skills (mathematics, listening); Thinking Skills (problem solving); Competencies (resources, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Funeral director speaks to class about the cost of funerals.
2. Guest speaker from Hospice talks about death and loss with students.
3. Students map out funeral expenses, including a lawyer, obituary, flowers, thank you notes, transportation, casket, etc.
4. Students estimate costs involved in a number of different circumstances.

**METHOD(S) OF EVALUATION:**
Student evaluation

**MATERIALS/RESOURCES:**
Guest speakers from funeral home and Hospice

**Activity Developed by:** **Name(s)**
Douglas Latta

**School**
PCHS

# INTERDISCIPLINARY CONCEPT MODEL

## ORGANIZING THEME:

## CAREER AWARENESS

### SCANS

- Basic Skills
- Thinking Skills
- Personal Qualities
- Competencies:
  - Resources
  - Interpersonal
  - Information
  - Systems

### HOME ECONOMICS

- Jobs relating to child care; working with children
- Appropriate expectations for developmental level of children
- Qualifications and demand for careers in child care field
- Mock job interviews

### ENGLISH

- Documented paper on career related to child care and development

### SCIENCE

- Careers in the biological sciences related to children

### SOCIAL STUDIES

- Political careers which concern child care and development
- Government related careers

### MATHEMATICS

- Preparing a budget
- Understanding pay stub information
- Living within a budget

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Career Awareness

**COURSE(S):**
Child Development

**GRADE(S):**
11, 12

**OBJECTIVE(S):**
5.0 Interpret the child's developmental level with appropriate expectations and activities
7.07 Develop a personal growth project

**CAREER/LIFE CONNECTION:**
Determine qualifications needed to work with children in various jobs relating to child care
Reinforce SCANS Basic Skills (reading, listening, speaking); Thinking Skills (decision making); Personal Qualities (responsibility, sociability, integrity/honesty); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Occupational Specialist speaks with students about child care careers and acquaints students with resources for information.
2. Students research qualifications and demand for related careers, including an interview with someone working in the field.
3. Pairs of students locate child care jobs in the classified ads and call for information regarding two or more positions.
4. Students chart and graph differences in the two jobs and present findings to the class.
5. In pairs, students conduct mock job interviews.

**METHOD(S) OF EVALUATION:**
Reports to class
Mock interviews

**MATERIALS/RESOURCES:**
Occupational Specialist and Career Resource Center
Newspaper classified ads
Telephone

**Activity Developed by:** **Name(s)**
Kathy Byrne

**School**
HHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Career Awareness

**COURSE(S):**
English III, IV

**GRADE(S):**
11, 12

**OBJECTIVE(S):**
3.0 Write for a variety of purposes using all stages of the writing process
4.0 Produce a documented paper
7.07 Develop a personal growth project (Child Development)

**CAREER/LIFE CONNECTION:**
Paraphrase a technical report in non-technical language
Investigate a realistic career opportunity
Reinforce SCANS Basic Skills (reading, writing, listening); Thinking Skills (decision making, knowing how to learn); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students gather facts and information about career opportunities related to child care and development.
2. Students narrow choices and choose one to which they could aspire.
3. Students plan and outline the desired information on their career choice.
4. Students research their career.
5. Using parenthetical documentation, students write a first and final draft.

**METHOD(S) OF EVALUATION:**
Material and resource usage
Documented paper

**MATERIALS/RESOURCES:**
Career Resource Center
Media Center
Parents
Community

**Activity Developed by:** **Name(s)**
Ann Gautier

**School**
HHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Career Awareness

**COURSE(S):**
American Government

**GRADE(S):**
11, 12

**OBJECTIVE(S):**

1.01 Define government as the political organization through which public policy is made and enforced

4.01 Explain the nature of public opinion, and its impact on public policy

4.02 Describe ways individuals and groups can affect government

4.03 Recognize the relation of the following to the political process: interest groups, lobbyists, political action committees, propaganda, opinion polls

7.07 Develop a personal growth project (Child Development)

**CAREER/LIFE CONNECTION:**

Better understand careers in politics which concern child care and development

Learn about various government related careers

Reinforce SCANS Basic Skills (reading, writing, listening speaking); Thinking Skills (decision making); Personal Qualities (responsibility, sociability); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher describes the role of a politician and how one gets elected from campaign promises. Discuss child care, labor laws, welfare reform, F.T.C. and foods allowed for public, TV ads.
2. Teacher shows how a politician gets his information from his constituents, newspapers, various non-profit organizations, lobbyists, etc.
3. Teacher and students discuss validity and reliability of the information based on sources used.
4. Guest speakers (local, state, or federal representatives) discuss issues.
5. Teacher describes various job opportunities provided by the government (armed forces; U.S. Senator, Representative on state or local level; government agencies such as F.B.I., F.D.A., S.E.C., I.R.S.). Teacher lists the qualifications or minimum requirements of these careers and their connections with child care and development.

**METHOD(S) OF EVALUATION:**

Quizzes, tests

Written research reports

**MATERIALS/RESOURCES:**

Guest speakers

**Activity Developed by:** **Name(s)**
Keith Taylor

**School**
HHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Career Awareness

**COURSE(S):**
Biology I, Biology I Honors

**GRADE(S):**
10 - 12

**OBJECTIVE(S):**

12.05 List career opportunities in the biological sciences
13.02 Describe how advances in medicine and technology affect human life (Honors)
13.03 List career opportunities in the biological sciences (Honors)
7.07 Develop a personal growth project (Child Development)

**CAREER/LIFE CONNECTION:**

Gain an understanding of the technologies used in careers related to biological sciences and children

Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (decision making); Competencies (resources, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher and students discuss careers in biological sciences related to children, such as pediatrics, nutrition, immunology.
2. Students research and write a report on any career related to both biology and children. Report needs to include sciences needed to obtain a job in that field and science based technologies relative to that career.

**METHOD(S) OF EVALUATION:**
Report

**MATERIALS/RESOURCES:**

Textbook: Modern Biology (Holt, Rinehart & Winston, 1989)
Media Center
Career Resource Center
Reference books

**Activity Developed by:** **Name(s)**
Danita Williams

**School**
HHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Career Awareness

**COURSE(S):**
Consumer Mathematics

**GRADE(S):**
11, 12

**OBJECTIVE(S):**
2.01 Prepare a budget
3.03 Find the amount of net income after various deductions and benefits, including F.I.C.A., withholding, health insurance, etc.
4.0 Use mathematical problem-solving to collect and analyze data for informed decision making regarding housing and transportation
7.07 Develop a personal growth project (Child Development)

**CAREER/LIFE CONNECTION:**
Prepare budget and determine if wages earned in child care position could support that budget
Reinforce SCANS Basic Skills (reading, writing, mathematics, listening); Thinking Skills (decision making); Personal Qualities (self-management); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students prepare personal budgets allowing for food, clothing, shelter, transportation, entertainment, and savings.
2. Students compare information learned about pay and benefits for two jobs related to child care.
3. Class reviews pay stubs of students who are working to determine deductions and difference between gross and net pay; students determine how to arrive at deductions.
4. Taking into consideration the qualifications required, demand, pay and benefits, students choose one of the two jobs for further research.
5. Students determine ability to survive on pay earned on the job in relation to budget prepared.
6. Students make some decisions regarding possible changes in budget, career choice, college plans, etc.
7. Students establish realistic budget for one month and try to survive on it.

**METHOD(S) OF EVALUATION:**
Quiz, test
Success surviving on month's budget

**MATERIALS/RESOURCES:**
Calculators
Pay stubs
Occupational Specialist and Career Resource Center

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Pam Bellerose | HHS |

# INTERDISCIPLINARY CONCEPT MODEL

**ORGANIZING THEME:**

**CHILD ABUSE MOCK TRIAL**

## SCANS

- Basic Skills
- Thinking Skills
- Personal Qualities
- Competencies:
  - Resources
  - Interpersonal
  - Information
  - Systems

## ENGLISH

- Case Study of child abuse trial
- Fact vs. opinion activity
- Writing a modern version of a classic involving child abuse
- News reporting--journalistic vs. sensational
- Provide defendant, neighbor, reporters

## SOCIAL STUDIES

- Types and signs of child abuse
- Trial procedure and roles
- Legal responsibilities for reporting child abuse
- Provide judge, court reporter, bailiff, attorneys

## HOME ECONOMICS

- Indicators and effects of child abuse and neglect
- HRS involvement
- Posters
- Provide HRS witness, victim

## SCIENCE

- Physiological symptoms and effects of child abuse
- Expert testimony
- Provide school nurse, emergency room doctor

## MATHEMATICS

- Child abuse statistics
- Comparative performance
- Charts and graphs
- Provide jurors

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Child Abuse Mock Trial

**COURSE(S):**
Child Development

**GRADE(S):**
10 - 12

**OBJECTIVE(S):**
1.04 Identify factors that influence self-concept
2.05 Recognize the impact of heredity and environment on individual development
6.01 Identify children's rights that are protected by local, state, and federal laws and regulations
6.02 Differentiate between child abuse and neglect
6.03 Identify the common physical and behavioral indicators of child abuse and neglect
6.04 Describe how to report child abuse and neglect

**CAREER/LIFE CONNECTION:**
Identify the signs of child abuse and neglect
Understand the child abuse laws and legal ramifications
Reinforce SCANS Basic Skills (listening); Thinking Skills (problem solving); Personal Qualities (self esteem, integrity/honesty); Competencies (information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**
1. HRS worker makes presentation on child abuse.
2. Teacher and students--individually and in groups-- study indicators of abuse.
3. Groups of students make posters against child abuse.
4. Class provides HRS worker, victim, and three jurors for the mock trial.
5. Students witness the mock trial.

**METHOD(S) OF EVALUATION:**
Chapter tests
Posters
Participation in mock trial

**MATERIALS/RESOURCES:**
HRS worker as guest speaker
Textbook: The Developing Child (Glencoe, 1988)
Poster supplies

**Activity Developed by:** **Name(s)**
Alice Anne Berlage

**School**
GHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Child Abuse Mock Trial

| COURSE(S): | GRADE(S): |
|---|---|
| English II | 10 |
| English II Honors | 10 |

**OBJECTIVE(S):**

1.03 Distinguish between facts and opinions in a reading selection
6.03 Evaluate an oral presentation using established criteria
5.04 Analyze fictional works in terms of plot, setting, characterization, theme, conflict, and point of view (Honors)
6.03 Identify the common physical and behavioral indicators of child abuse and neglect (Child Development)

**CAREER/LIFE CONNECTION:**

Distinguish between fact and opinion in news story reporting
Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (creative thinking, decision making); Personal Qualities (responsibility, sociability, integrity/honesty); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students read and model a case study of a court case study.
2. Students see a facsimile of a court trial and are exposed to the details of what constitutes child abuse.
3. Students analyze different news media presentations and compile statements of fact.
4. In four cooperative learning groups, students set up a case study of a child abuse trial, namely Mrs. Joe Gargery vs. State of Florida prosecuting through HRS.
5. Honors students use material based on the Dickens' novel, Great Expectations, and generate a modern version of the classic.
6. Students do a narrative writing exercise to determine selection of actors for mock trial: defendant and neighbor.
7. Class provide reporters (journalistic vs. sensational), defendant, and neighbor for the mock trial.
8. Students witness the mock trial.

**METHOD(S) OF EVALUATION:**

Teacher and student evaluation of mock trial

**MATERIALS/RESOURCES:**

Generic child abuse case study
Stage I of Charles Dickens' Great Expectations
Information on five W's (who, what, when, where, why) of writing newspaper articles

| Activity Developed by: | Name(s) | School |
|---|---|---|
| | Barbara Starkey | GHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Child Abuse Mock Trial

|  |  |
|---|---|
| **COURSE(S):** | **GRADE(S):** |
| Law Studies | 10 - 12 |

**OBJECTIVE(S):**

3.0 Understand the role that lawyers, law enforcement officers, youth and adult correctional officers, and court officials play in our system of justice, and their importance to society's well being

8.0 Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills

6.03 Identify the common physical and behavioral indicators of child abuse and neglect (Child Development)

6.01 Identify children's rights that are protected by local, state, and federal laws and regulations (Child Development)

**CAREER/LIFE CONNECTION:**

Understand the effects of child abuse and the role and workings of the legal system

Reinforce SCANS Basic Skills (listening, speaking); Thinking Skills (decision making); Competencies (information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. School Resource Officer and social workers visit class as guest speakers on child abuse.
2. Teacher lectures and shows films on the various forms and effects of child abuse.
3. Teacher and students take field trip to court house to witness a court proceeding.
4. Teacher and students discuss different aspects of child abuse as well as the court system and its role.
5. Class provides judge, court reporter, bailiff, and attorneys for the mock trial.
6. Students witness the mock trial.

**METHOD(S) OF EVALUATION:**

Test on aspects of child abuse

Evaluation on individual efforts in mock trial

**MATERIALS/RESOURCES:**

School Resource Officer and social workers as guest speakers

Films: "Child Abuse Prevention" and "Child Abuse Prevention--Let Somebody Know"

Field trip to court house

|  |  |  |
|---|---|---|
| **Activity Developed by:** | **Name(s)** | **School** |
|  | John Luoma | GHS |

## INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Child Abuse Mock Trial

**COURSE(S):**
Biology I

**GRADE(S):**
10

**OBJECTIVE(S):**
1.03 Identify the cause and effect relationships within a problem
1.06 Solve a problem through interpretation of data
6.03 Identify the common physical and behavioral indicators of child abuse and neglect (Child Development)

**CAREER/LIFE CONNECTION:**
Identify physiological signs and effects of child abuse
Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (reasoning); Competencies (information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. School nurse visits as guest speaker on topic of recognizing child abuse.
2. Students conduct further research and compile findings into "expert testimony."
3. Class provides school nurse and doctor for the mock trial.
4. Students witness mock trial.

**METHOD(S) OF EVALUATION:**
Testimony
Participation in mock trial

**MATERIALS/RESOURCES:**
School nurse as guest speaker
Media resources

**Activity Developed by:** **Name(s)**
Linda N. Dale

**School**
GHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Child Abuse Mock Trial

| | |
|---|---|
| **COURSE(S):** | **GRADE(S):** |
| Explorations in Mathematics I | 10 |

**OBJECTIVE(S):**
3.01 Collect data and organize into a line graph, bar graph, circle graph, or table
3.05 Determine the appropriateness of statements involving data presented in charts, tables, or graphs
6.04 Describe how to report child abuse and neglect (Child Development)

**CAREER/LIFE CONNECTION:**
Interpret information from tables and graphs
Reinforce SCANS Basic Skills (reading, arithmetic, listening, speaking); Thinking Skills (decision making); Competencies (information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students interview school social worker.
2. Students take statistics and develop line, bar, and circle graphs.
3. Class provides jurors for the mock trial.
4. Students witness mock trial.

**METHOD(S) OF EVALUATION:**
Graphs
Participation in the mock trial

**MATERIALS/RESOURCES:**
School social worker
Textbook information on making graphs

| | | |
|---|---|---|
| **Activity Developed by:** | **Name(s)** | **School** |
| | Craig Schneider | GHS |

# INTERDISCIPLINARY CONCEPT MODEL

## ORGANIZING THEME:

## EFFECTS OF WAR ON THE DEVELOPING INDIVIDUAL

### SCANS

- Basic Skills
- Thinking Skills
- Personal Qualities
- Competencies:
  - Resources
  - Interpersonal
  - Information
  - Systems

### ENGLISH

- Effects of war on individual
- Implications of going to war
- Responsibilities of enlistment
- All Quiet on the Western Front--Baumer's enlistment
- Story map
- Symbolism of birds
- Creative writing

### SOCIAL STUDIES

- Causes and effects of WWI
- America's entry into WWI
- Understanding today's wars
- Avoiding conflict in future
- All Quiet on the Western Front
- Constructing a time line

### HOME ECONOMICS

- Stages of personality development
- Effects of war on developing individual
- Role playing
- Guest speaker--recruiter of recent graduate in military

### SCIENCE

### MATHEMATICS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
War

**COURSE(S):**
Child Development

**GRADE(S):**
10 - 12

**OBJECTIVE(S):**
5.04 Analyze factors which contribute to the child's physical, social, emotional, and intellectual development
7.04 Work cooperatively as a group member to achieve organizational goals

**CAREER/LIFE CONNECTION:**
Understand Erikson's stages of personality development in relation to the individual's stage in life
Understand how war affects the developing individual and family members left behind
Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (decision making); Personal Qualities (sociability); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students read "Special Crisis Report: 'I have a loved one in the Persian Gulf'" (attached).
2. Teacher assigns different family member roles to students and directs them in role playing the emotions felt by each as a young person plans to leave home for military service.
3. Students read textbook (Family Matters) information on Erikson's stages of personality development.
4. In cooperative groups, students create conceptual maps to show the stages of personality development.
5. Armed services recruiter or recent high school graduate currently in the military speaks to the class about the their experiences.

**METHOD(S) OF EVALUATION:**
Conceptual maps
Role playing

**MATERIALS/RESOURCES:**
Bregman, Mark. "Special Crisis Report: 'I have a loved one in the Persian Gulf.'" Scholastic Choices, April 1991, pages 13 - 16. Reprinted by permission of Scholastic, Inc.
Textbooks: See How They Grow (Glencoe, 1982); pages 27-37
Family Matters: Concepts in Marriage and Personal Relationships (Glencoe, 1982); pages 30-37
Guest speakers

**Activity Developed by:** **Name(s)**
Jackie Gentry

**School**
PCHS

SPECIAL
CRISIS
REPORT

# "I have a loved one in the Persian Gulf"

**As *Choices* went to press, the U.S. and its allies were at war with Iraq. By the time you read this, we hope that the war has ended. But the lessons the teens in this story have learned — coping with a crisis over which they have little control — will remain. They apply to other personal and family crises as well.**

**by Mark Bregman***

**Late into the night** of January 16, 1991, Joy Bird sat glued to the TV. She watched history unfold, as the United States and allied forces bombed Iraq and war began flaming in the Persian Gulf. Outside her window in Cochiti, New Mexico, mountainous desert stretched peacefully under the stars. Inside Joy, 15, churned with fear. At that moment her 19-year-old brother, Joel, was on a U.S. Navy ammunition ship off the coast of Kuwait. "I was so scared for his safety I just cried," she says.

In East Grand Forks, Minnesota, Derek Uutela, 17, couldn't budge from the TV. "Even though I expected it, I was stunned, kind of crushed," he told *Choices*. He worried about his stepdad, Rich — "more than a father to me" — an Air Force sergeant stationed in the Saudi Arabian desert.

In Marietta, Georgia, Jascenda Pasley, 17, was anxious over what would happen to her cousin, Cinda Jewell, a U.S. Army nurse in Saudi Arabia. And in Worland, Wyoming, Heather Varney, 17, woke up

*** Pearl Gaskins and Darcy Fox contributed to this special report.**

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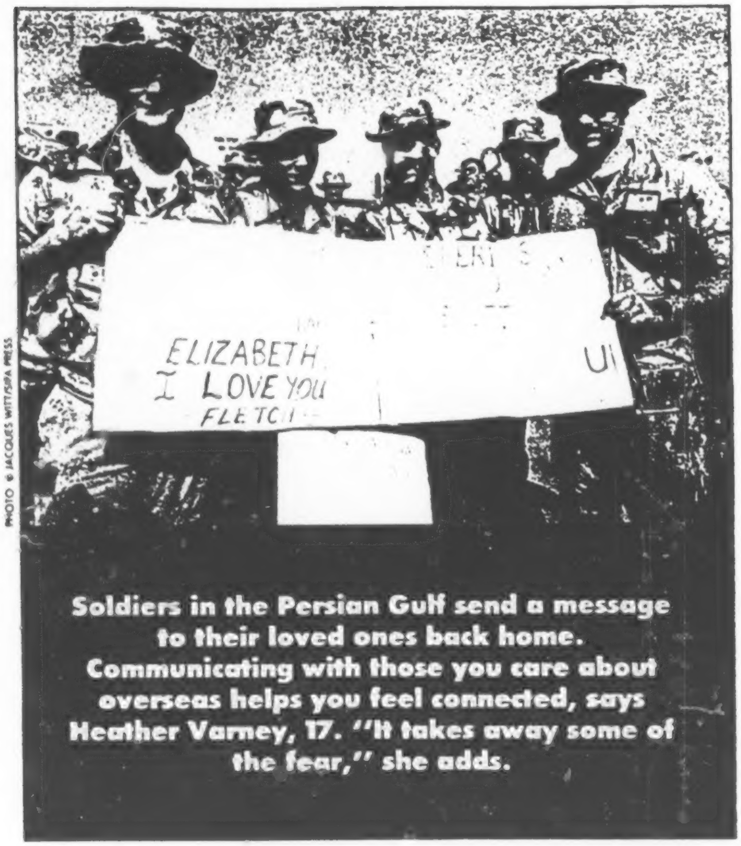

PHOTO © JACQUES WITT/SIPA PRESS

**Soldiers in the Persian Gulf send a message to their loved ones back home. Communicating with those you care about overseas helps you feel connected, says Heather Varney, 17. "It takes away some of the fear," she adds.**

from a nap to watch TV in silence. She prayed for her father, Ray, a helicopter medic in the Gulf.

For millions of teens across the nation, the stakes of the Persian Gulf war are high. Some are old enough to fight themselves. Others have family members or loved ones in the war. A Scholastic survey taken last November found that almost half of responding readers have a family member or friend serving in the Middle East.

Teens who know someone there were more likely to feel scared or angry, the survey found. They may not know where their loved ones are or when they'll see them again.

"For many at home the war is a major psychological crisis," says Ann Kaiser Stearns, author of *Living Through Personal Crisis* and *Coming Back*. "Uncertainty and ambiguity [mixed, often confused feelings] are great fear promoters," adds Frank Farley, a psychologist at the University of Wisconsin.

## CRISIS ALERT

War is obviously a major crisis. So is an accident or death in the family or any severe personal or financial reversal. During these times, real or anticipated events can overwhelm thoughts and emotions. The sufferer may feel anger, grief, or depression. A crisis can cause chronic stress, eating and sleeping disorders, an inability to concentrate, and severe mood swings. It's easy for victims to become withdrawn, overly aggressive, or emotionally paralyzed.

The first impact of any major crisis is often the same as a sudden death in the family, says Stearns. "A loved one's absence overseas provokes a deep sense of loss, and family members often pass through stages of grief." (See our article on grief on p. 4.)

"I keep waiting for the door to open at 5 p.m. and see my dad walk in after work. But the door never opens," says Derek. His dad's absence makes him want to bring back their best times together: family vacations and fishing in northern Minnesota lakes. "He's never missed a sports event of mine, and he's always been there for me," says Derek.

**Derek Utela's stepfather is stationed in Saudi Arabia.**

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"When my brother called last, before the war started, we all cried," says Joy. "He missed us and we missed him. He said, 'This is something I have to do, something I want to do.' I know that, but I think about Joel constantly. He was the one who resolved fights between my mom and me, the one who took me out to movies and to dinner. Now he's in danger, and I have a hard time concentrating in school."

## COPING WITH CRISIS

"Sometimes you have no control over a crisis," Stearns says. "But you *can* learn how to *cope* with it as best as possible." She calls people who make a decision to learn and grow from adversity "triumphant survivors."

Members of the same family may cope very differently. "My mom's taking it hard," Joy says. "She can't watch the news. When she's stressed out, we don't talk." At night Joy finds herself following the war's progress on TV alone. Fortunately Joy's friend, Crystal is there to listen to her fears. "I pour my heart out to her," she says.

On the other hand, Heather Varney's mom Sudie decided she had to do *something*. "We thought we were the only family in town with a member in the Gulf. It turns out at least 15 other families have men or women overseas. I started a support group for these families," Sudie says. "We meet every Monday night to share news, let our feelings out, and offer help on how to cope. We laugh and cry together, and it makes everyone feel better."

How can teens and their families learn to cope with this (or any other) crisis? Experts offer their help:

☐ **Be aware of your feelings — and feel them.** It may seem hard to face difficult feelings — anger or even relief at a loved one's absence, for example. Try to express them, if only to yourself. Then you'll be able to work them through and get on with your life, says Maureen Zander, a family counselor at the Marine Corps Air Station in Cherry Point, North Carolina.

"Some family members complain of feeling deep forboding," Zander says. They fear their loved one will never return. While in most cases this is not true, she encourages people to be open and honest about their feelings. "You can learn a lot about yourself and your family relationships in times of crisis. Your feelings cause you to analyze and make sense of your family situation," she says.

"Now I realize how much my dad means to me," says Derek. "My mom and I share our feelings, and tell each other how worried and sad we are. We're also very proud of him." Derek describes a dream he had in which *he* was at the war's front line instead of his dad. He missed his family terribly.

☐ **Try to communicate your feelings to others.** "When I interviewed dozens of people who lived through a severe personal crisis and triumphed, I found one common thread," says Stearns. "These people had a network of people whom they could count on and talk to." A family member, friend, teacher, counselor, trusted adult, member of the clergy, — all can make up a network in times of crisis.

OUR PRAYER
IS FOR YOUR
SAFE
RETURN!!

**Joy Bird's home ec class made this bulletin board as an FHA project.**

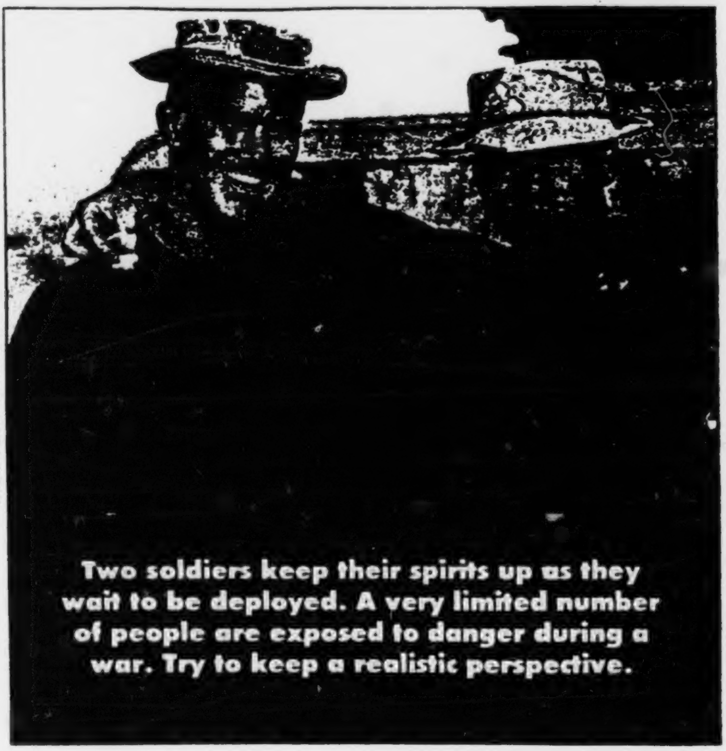

PHOTO © DELAHAYE/SIPA PRESS

Two soldiers keep their spirits up as they wait to be deployed. A very limited number of people are exposed to danger during a war. Try to keep a realistic perspective.

**SPECIAL CRISIS REPORT**

And of course, communicate with your loved one overseas. Check in your community, Zander suggests. There may be special services that allow you to fax messages to military personnel in the Persian Gulf. Or be creative. Videotape home movies or skits and send them off. "My mom and I write Dad all the time," says Heather. "It helps us feel connected to him and takes away some of the fear."

☐ **Keep your life as full as possible.** "Try to get your life back to your normal daily routine as soon as you can," says Lieutenant G. E. Hoyos, director of the Family Counseling Center at Camp Lejeune, in Jacksonville, North Carolina. Throw yourself back into homework, team practice, clubs, or hobbies. Go out with friends.

"I take my mind off the war by drawing," says Joy. "I sit by Cochiti Lake and draw landscapes. I also painted a portrait of my brother Joel."

"When I play hockey, I get out a lot of my frustration and anger over the situation," says Derek.

"I don't think I'd be able to cope if it weren't for choir practice at school," adds Heather.

☐ **Keep a realistic perspective.** It's easy to be disturbed by the dramatic media coverage of the war. "Limit the amount of news coverage you take in," warns Hoyos. Otherwise you could end up depressed.

Try to be realistic and have a balanced point of view. "Keep in mind that a very limited number of people are exposed to danger during a war," says Farley. More Americans die in highway accidents just in one year than were killed in Vietnam, he adds.

But do work out your own position about the war and get involved in activities with others who have a similar position. This can help you feel less isolated and helpless, Hoyos says.

## IF YOU CAN'T COPE

Suppose you — or a friend — has tried all this, and it isn't helping. The American Academy of Child and Adolescent Psychiatry suggests that a teen seek professional counseling if the following symptoms persist for weeks:

— fears that are interfering with daily activities;

— nightmares and insomnia;

— irritability and loss of concentration;

— behavior problems and withdrawal from family and friends;

— physical problems such as stomachaches or headaches that seem to have no physical cause.

The military provides free family and individual counseling for dependents of soldiers and reservists, says Hoyos. Or talk to a school counselor or ask a trusted adult to help you find a mental-health professional.

If you are worried about a friend who isn't coping well, don't keep it to yourself or take it on yourself, says Farley. Talk to the friend and to a trusted adult as well.

In the meantime, if you or a friend has loved ones in the Persian Gulf, take comfort from the knowledge that you're not alone. "I look at my dad's photo all the time, and I wonder what he does during the days, what the weather's like, how he's doing," says Derek. "I think we can hold on."

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# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
War

**COURSE(S):** English III

**GRADE(S):** 11

**OBJECTIVE(S):**
5.05 Analyze a literary character in terms of motivational influences
5.06 Explain the meanings of figurative language encountered in literary selections
5.04 Analyze factors which contribute to the child's physical, social, emotional, and intellectual development (Child Development)
7.04 Work cooperatively as a group member to achieve organizational goals (Child Development)

**CAREER/LIFE CONNECTION:**
Develop an awareness and respect for war veterans and their families
Develop an awareness of war and its effects on individuals and families
Develop an awareness of the responsibilities enlistment entails
Reinforce SCANS Basic Skills (writing, listening, speaking); Thinking Skills (creative thinking, seeing things in the mind's eye, reasoning); Personal Qualities (self-management); Competencies (information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher introduces students to Erich Maria Remarque.
2. Teacher and students discuss the character Baumer and why he enlists in the army.
3. Teacher discusses today's enlistment options with students.
4. Teacher and students view film version of All Quiet on the Western Front in four sections.
5. Students complete a story map on each section.
6. Students complete the "Symbols" and "Creative Writing" worksheets after discussing the film.
7. Students choose between true/false and multiple choice test or writing a letter to the wife of the man Baumer kills.

**METHOD(S) OF EVALUATION:**
Test or letter

**MATERIALS/RESOURCES:**
All Quiet on the Western Front (1979 film version)
"Symbols" and "Creative Writing" worksheets and tests from The Grapes of Wrath and 24 More Videos (J. Weston Walch, 1994)

**Activity Developed by:** **Name(s)** Richard F. Gaspar

**School** PCHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
War

**COURSE(S):**
American History

**GRADE(S):**
10 - 12

**OBJECTIVE(S):**

7.04 Identify one cause and one effect of military conflicts from 1860 - present: Civil War, Spanish-American War, World War I, World War II

5.04 Analyze factors which contribute to the child's physical, social, emotional, and intellectual development (Child Development)

7.04 Work cooperatively as a group member to achieve organizational goals (Child Development)

**CAREER/LIFE CONNECTION:**
Understand some of today's wars and misunderstandings
Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (reasoning); Personal Qualities (sociability); Competencies (interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher lectures on causes and effects and reasons for American entry and involvement in World War I.
2. Students read textbook and complete "Reteaching Activities."
3. Teacher and students discuss World War I and its connections to today's wars and misunderstandings.
4. Students identify important historical figures associated with the World War I period.
5. In cooperative groups, students construct and interpret a World War I time line.
6. Students watch video of "All Quiet on the Western Front" and complete related worksheets.

**METHOD(S) OF EVALUATION:**
Tests, quizzes, and worksheets
Oral responses
Time line

**MATERIALS/RESOURCES:**
Teacher lecture
Teacher-made test and quizzes
All Quiet on the Western Front video and attached worksheets (Teachers Ideas Press, 1992)
Textbook: History of a Free Nation (Macmillan/McGraw Hill, 1992), chapter 25, and "Reteaching Activities" (attached)

**Activity Developed by:** **Name(s)**
Dee Boles

**School**
PCHS

NAME ______________________ DATE ______________ CLASS ____________

CHAPTER 25
SECTION 1

# Reteaching Activity

PRELUDE
TO WAR

## KEY CONCEPT

During the presidency of Woodrow Wilson, clashes in many parts of the world brought conflict to those regions that challenged American interests.

**Directions**

The outline below shows the rival interests that led to conflict throughout the world during the administration of Woodrow Wilson. Use the information listed below to complete the outline.

***Information***

European leaders used rivalries to fuel the arms race, amass power.
Serbia is blamed, attacked by Austria-Hungary, bringing Russia into war
British blockade of Central Powers threatened U.S. trade.
France, Russia, Great Britain formed Triple Entente, joined by Serbia
Germany, Austria-Hungary, Italy formed Triple Alliance, joined by Bulgaria and Ottoman Empire
Although Wilson said the internal situation was not the concern of the United States, he intervened anyway.
Americans took sides based on their individual ethnic ancestry.
As overseas colonies expanded, nations argued over territories.

***Outline***

I. In Mexico, revolutionary forces vied with those of the dictatorship to determine the political and economic future of that country.
  A. Peasants and middle-class reformers overthrew Díaz, installed Madero.
  B. U.S. business interests helped murder Madero, install Huerta.
  C. ______________________________

II. In Europe, expanding empires, nationalism, and military defense led to escalating conflict.
  A. ______________________________
  B. Nationalist aspirations moved Slavs and other Balkan groups to seek nationhood.
  C. ______________________________

III. As rivalries intensified, nations formed alliances for mutual self-protection.
  A. ______________________________
  B. ______________________________

IV. Long-festering resentment and an inciting event flared into war in 1914.
  A. Austria-Hungarian Archduke Ferdinand was assassinated by Slavic nationalist.
  B. ______________________________
  C. Escalating events brought the Triple Entente and Triple Alliance nations to world war.
  ______________________________

V. U.S. neutrality was threatened by conflicts at home and abroad.
  A. ______________________________
  B. ______________________________
  C. German submarine attacks on merchant ships, passenger liners made neutrality difficult.

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NAME ______________________ DATE ______________ CLASS __________

CHAPTER 25
SECTION 2

# Reteaching Activity

AMERICA ENTERS
THE WAR

## KEY CONCEPT

As the conflict in Europe raged, Americans sought first to remain neutral; when this was considered no longer possible, the United States entered the war against Germany.

**Directions**

Some of the events listed below occurred before the U.S. entered World War I, some after. Fill in the outcome of each event as this conflict developed and was resolved.

*Before U.S. Entered War*

| *Event* | *Outcome* |
|---|---|
| 1. Wilson asked warring nations to state peace terms | |
| 2. Germans resumed submarine warfare | |
| 3. Wilson asked Congress for power to arm U.S. merchant ships | |
| 4. Germany sent Zimmerman telegram to Mexico; Germany sank four U.S. merchant ships | |

*After U.S. Entered War*

| *Event* | *Outcome* |
|---|---|
| 5. U.S. mobilized for war | |
| 6. African American troops, though discriminated against, fought valiantly | |
| 7. U.S. navy used convoys, depth charges, mines, and sub chasers to fight u-boats | |
| 8. In 1918 Germany made last desperate attempt to turn tide of conflict | |
| 9. Allies poised to invade Germany | |

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## HISTORICAL RESEARCH

Name ____________________

Find out more about the time in which your novel is set. You may use:

1. encyclopedias (don't forget to use the list of related articles at the end of each article and the index!)
2. magazines (find out if an index is available to help make your research easier)
3. books (ask for help in choosing appropriate subject headings for the card or computer catalog)
4. vertical file (ask if there is a list of headings used)

Divide your research into two sections (cite sources of information!):

Historical facts found in your novel

Background facts relevant to the novel

**Title:**
**Author:**

From *Novel Strategies for Young Adults*. 1992. Teacher Ideas Press, P.O. Box 6633, Englewood, CO 80155-6633.

Used with permission from the author, Donita Covey (Teacher Ideas Press, Englewood, CO; 1-800-237-6124)

## TIMELINE

Name________________________________

Think about the important events in your novel. Choose at least ten incidents and make a timeline to show when they happened.

Beginning of the Story

| Time | Events |
|---|---|
| | |

End of the Story

Title:
Author:

From *Novel Strategies for Young Adults*, 1992. Teacher Ideas Press, P.O. Box 6633, Englewood, CO 80155-6633.
Used with permission from the author, Donita Covey (Teacher Ideas Press, Englewood, CO; 1-800-237-6124)

# INTERDISCIPLINARY CONCEPT MODEL

## ORGANIZING THEME:

## ENVIRONMENT

### SCANS

- Basic Skills
- Thinking Skills
- Personal Qualities
- Competencies:
  - Resources
  - Interpersonal
  - Information
  - Systems

### HOME ECONOMICS

- Influences of environment on self-concept
- Impact of environment on individual development
- Health hazards to unborn infants

### ENGLISH

- Setting (fiction, nonfiction)
- Environment and effect on character development
- Original poetry
- Montages
- Reading novels

### SCIENCE

- Spaceship Earth
- Pollution
- Solutions to environmental issues
- Human impact on environment
- Class presentation

### SOCIAL STUDIES

- Use of resources
- Problem of scarcity
- Regulation of land, water, air
- E.P.A.

### MATHEMATICS

- Statistical information on reduced living space due to overpopulation
- Graphs, tables, charts
- Effects of overcrowding on attitudes

## INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

### THEME/CONCEPT/TOPIC:
Environment

### COURSE(S):
Child Development

### GRADE(S):
9 - 12

### OBJECTIVE(S):
1.04 Identify factors that influence self-concept
2.05 Recognize the impact of heredity and environment on individual development
3.07 Identify health hazards to the unborn infant including smoking, alcohol and other drugs

### CAREER/LIFE CONNECTION:
Learn the importance of creating a positive environment for future generations

Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (decision making); Personal Qualities (integrity/honesty); Competencies (resources, interpersonal, information, systems)

### INSTRUCTIONAL ACTIVITIES (include person responsible for each):
1. Students view film on self-esteem.
2. Students research the effects of environmental hazards.
3. Students discuss with their parents the impact of their heredity and environment on their development.
4. Students make group presentations of their findings to the class.

### METHOD(S) OF EVALUATION:
Group presentations
Written test

### MATERIALS/RESOURCES:
Media Center
Film

**Activity Developed by:** **Name(s)**
Alice Anne Berlage

**School**
GHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Environment

**COURSE(S):**
English I - IV

**GRADE(S):**
9 - 12

**OBJECTIVE(S):**
4.0 Write for a variety of purposes, using all stages of the writing process
5.0 Understand and apply characteristics of major literary genres
2.05 Recognize the impact of heredity and environment on individual development (Child Development)

**CAREER/LIFE CONNECTION:**
Learn the concept of environment as "setting" in nonfiction and setting as one of the five elements in fiction
See the relationship between environment and its effect on human development
Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (creative thinking, decision making, seeing things in the mind's eye); Personal Qualities (responsibility, integrity/honesty); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher and students read short stories emphasizing setting, such as "To Build A Fire" and "War."
2. Teachers and students read poems such as "Daffodil" which emphasize nature.
3. Students write poems, especially haikus, and take field notes from a walk in the school's environment.
4. Students, in cooperative learning groups, create montages of different settings.
5. Teacher and students read novels and discuss the impact of environment on the characters and individuals in our world.
6. Students write letters to governmental agencies on environmentally sensitive issues.

**METHOD(S) OF EVALUATION:**
Evaluation of montages
Poems--haikus
Tests

**MATERIALS/RESOURCES:**
Literature texts
The Writers Craft (McDougal, Littell & Company, Evanston, IL, 1992)
Novels: Lord of the Flies, Never Cry Wolf, Call of the Wild, etc.

**Activity Developed by:** **Name(s)**
Barbara Starkey

**School**
GHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

## THEME/CONCEPT/TOPIC:
Environment

| COURSE(S): | GRADE(S): |
|---|---|
| American Government | 9 - 12 |
| Economics | 11 - 12 |

## OBJECTIVE(S):
6.01 Describe major areas of domestic concern (e.g., employment, taxation, environment, population)

6.03 Analyze the capability and effectiveness of the federal government in addressing major foreign and/or domestic problems

1.01 Define economics as the study of how a society organizes its scarce and limited resources to satisfy unlimited wants

1.02 Explain the basic economic problem of scarcity

2.05 Recognize the impact of heredity and environment on individual development (Child Development)

## CAREER/LIFE CONNECTION:
Understand the concept of scarcity in regards to the use of a country's resources and the environment

Gain an understanding that the most valuable resources are the land, water, and air

Reinforce SCANS Basic Skills (reading writing, listening, speaking); Thinking Skills (decision making, reasoning); Personal Qualities (responsibility, integrity/honesty); Competencies (resources, information, systems)

## INSTRUCTIONAL ACTIVITIES (include person responsible for each):
1. Students identify the resources a country or the world has and understand that these resources are scarce and limited.
2. Teacher and students determine if laws (world, national, state, local) are needed to regulate resources and if so, what the cost of regulating them would be (e.g., E.P.A.).
3. Students write a research report on some aspect of the study of resources and their scarcity.

## METHOD(S) OF EVALUATION:
Quizzes, test
Research report

## MATERIALS/RESOURCES:
Teacher lecture and class discussion
Media resources

| Activity Developed by: | Name(s) | School |
|---|---|---|
| | Keith Taylor | HHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Environment

**COURSE(S):**
Ecology

**GRADE(S):**
9 - 12

**OBJECTIVE(S):**

2.0 Recognize biotic and abiotic environmental factors and their relationships in various ecosystems
9.0 Recognize major causes and solutions of air, water, and land pollution
10.0 Recognize mankind's impact on the world environment through time including resource use, energy use, transportation and pollution
12.0 Describe how ecology interacts with society and technology
2.05 Recognize the impact of heredity and environment on individual development (Child Development)

**CAREER/LIFE CONNECTION:**

Create an awareness of the environment and each person's responsibility to make it livable for others to come

Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (creative thinking, decision making); Personal Qualities (responsibility, integrity/honesty); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher explains Spaceship Earth and what humans contribute to pollution, overgrazing, increased desertification, overpopulation, decreased living space, decreased crop potential.
2. Students research a country through current news articles on problems in the environment and what is being done to solve these issues.
3. Students make a billboard, radio announcement, magazine advertisement, etc., to make peers aware of what is going on around them environmentally.
4. Students present research findings and environmental awareness advertisement to class.

**METHOD(S) OF EVALUATION:**

Billboard, radio announcement, magazine advertisement, etc.
Oral presentation

**MATERIALS/RESOURCES:**

Textbooks
Lecture, notes
Media resources
Newspaper, magazine articles

**Activity Developed by:** **Name(s)** Vicki Besack

**School** LOLHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Environment

**COURSE(S):**
Explorations in Mathematics I

**GRADE(S):**
9 - 12

**OBJECTIVE(S):**

4.01 Use diagrams, graphs, tables, and charts as models for solving real-world problems
4.05 Use spatial representation as models to solve real-world problems
2.05 Recognize the impact of heredity and environment on individual development (Child Development)

**CAREER/LIFE CONNECTION:**

Understand how growth in Pasco County is affecting our living standards
Understand how environment affects our level of performance
Reinforce SCANS Basic Skills (reading, mathematics, listening); Thinking Skills (reasoning); Personal Qualities (self-esteem); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher demonstrates how the number of families moving into Pasco County is taking up a certain amount of square footage of living space each individual currently has.
2. Students go outdoors and walk/measure off the space each family has and then determine how it is diminishing.
3. Students make charts and graphs to illustrate the diminishing living space.
4. Teacher and students discuss how this reduction of living space affects a person's attitude.

**METHOD(S) OF EVALUATION:**
Charts, graphs

**MATERIALS/RESOURCES:**
County government
Department of statistics

**Activity Developed by:** **Name(s)**
Pam Bellerose

**School**
HHS

# INTERDISCIPLINARY CONCEPT MODEL

**ORGANIZING THEME:**

**EXPRESSION**

## SCANS

- Basic Skills
- Thinking Skills
- Personal Qualities
- Competencies:
    - Interpersonal
    - Information
    - Systems

## HOME ECONOMICS

- Heredity vs. environment
- Development of communication skills
- Problem solving techniques

## ENGLISH

- Personal communication
- Verbal and nonverbal speeches
- Oral and written interviews, resumes, cover letters

## SCIENCE

- Expression of different elements of periodic table
- "Adopt an Element"
- Written report
- Creative poster
- Group oral presentation of "families"

## SOCIAL STUDIES

- History of communication
- Effects of politics

## MATHEMATICS

- Word problems
- Applied math problems
- Percentages
- Graphs

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Expression

**COURSE(S):**
Child Development

**GRADE(S):**
9 - 12

**OBJECTIVE(S):**
2.05 Recognize the impact of heredity and environment on individual development
5.03 Compare and contrast stages of development and age appropriate activities

**CAREER/LIFE CONNECTION:**

Observe children in their own setting to see how they use communication skills to express themselves at different stages and in different situations

Think about the effects of interaction with the environment on the development of a child's communication skills

Reinforce SCANS Basic Skills (reading, listening, speaking); Thinking Skills (reasoning); Personal Qualities (sociability); Competencies (interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students research heredity as it applies to language and communication skills.
2. In cooperative learning groups, students role play talking to a "baby" in "baby talk" and adult talk. Students analyze the results.
3. Following directions on attached worksheet, students observe children in different situations and respond to the results.

**METHOD(S) OF EVALUATION:**
Observation of children

**MATERIALS/RESOURCES:**
The Developing Child, 6th edition (Glencoe, 1994); pages 308+
Handouts: "Communication Skills: Observation of Children" (attached)
Children

**Activity Developed by:** **Name(s)**
Linda Martin

**School**
ZHS

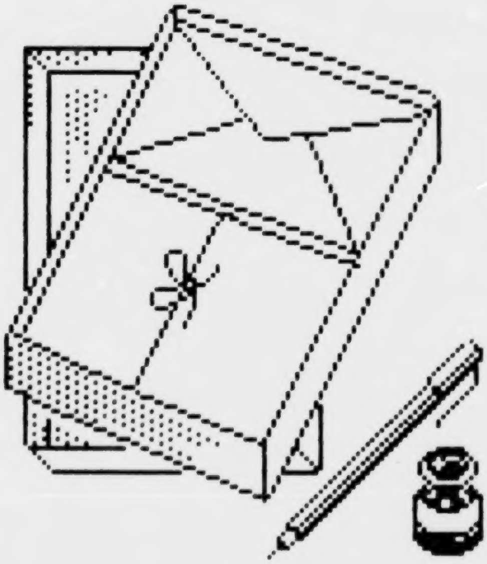
## COMMUNICATION SKILLS

## OBSERVATION OF CHILDREN

**DIRECTIONS:** Arrange to observe 2 or 3 two-year olds to find out about their level of verbal communication.

Ask the following questions:

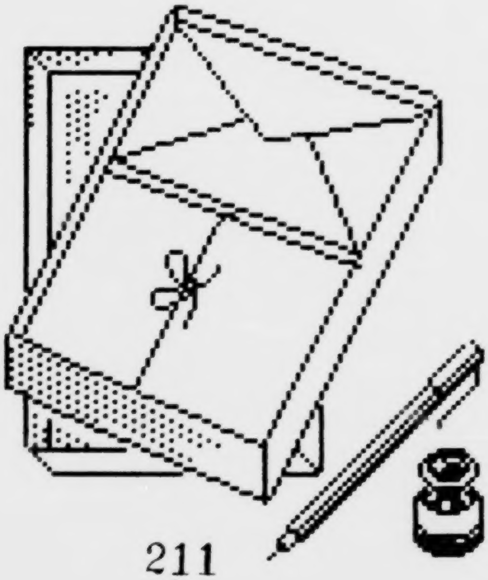
1. What is your name?
2. Where do you live?
3. What color are you wearing?
4. What do you like to eat the best?
5. What T.V. show do you like best?
6. Tell me a story.
7. What is your favorite book to read?
8. What is your favorite toy to play with?



# COMMUNICATION SKILLS
# OBSERVATION OF CHILDREN

Your THOUGHTS:

1. Was there a difference in the language abilities among the children?
2. Does a child's age affect the variants in language skills among these children?
3. In your interaction with the children, what was the MOST surprising part of your observation?
4. Do you think the children you observed showed signs of language development that were influenced by their environment? T.V.? Which programs?



# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Expression

**COURSE(S):**
English I - IV

**GRADE(S):**
9 - 12

**OBJECTIVE(S):**
4.0 Write multi-paragraph papers for a variety of purposes, using all stages of the writing process
6.0 Participate in oral communications activities; make formal and informal oral presentations
7.07 Develop a personal growth project (Child Development)

**CAREER/LIFE CONNECTION:**
Observe and practice proper interview techniques
Create personal communication portfolio
Reinforce SCANS Basic Skills (writing, listening, speaking); Thinking Skills (decision making); Personal Qualities (responsibility, self-management); Competencies (interpersonal, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teachers model proper interview techniques, including personal attire.
2. In pairs, students practice interview techniques.
3. Administrators and other teachers conduct interviews with the students.
4. Students create personal portfolio, which includes resume and cover letter.
5. Students observe and make "good" and "bad" speeches.
6. Students include taped interview and personal presentation in communication portfolio.

**METHOD(S) OF EVALUATION:**
Completeness and accuracy of portfolio

**MATERIALS/RESOURCES:**
Computer writing/publishing program
Magazines for pictures
VCR with tape of interviews and speeches

**Activity Developed by:** **Name(s)**
Patty Becker

**School**
ZHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Expression

**COURSE(S):**
Chemistry

**GRADE(S):**
10 - 12

**OBJECTIVE(S):**
4.0 Explain the periodic table
4.0 Write multi-paragraph papers for a variety of purposes, using all stages of the writing process (English)
6.0 Participate in oral communications activities; make formal and informal oral presentations (English)
7.07 Develop a personal growth project (Child Development)

**CAREER/LIFE CONNECTION:**
Determine how various elements express themselves based on the "families" they belong to
Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (creative thinking, seeing things in the mind's eye); Personal Qualities (responsibility, sociability, self-management); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**
1. Students prepare a short, well-written report on an element (see attached project description).
2. Students make a creative, colorful poster advertising their chosen element.
3. Students join those who have adopted elements of the same family and determine the similarities and differences.
4. Groups plan and deliver a creative oral presentation.

**METHOD(S) OF EVALUATION:**
Quality of written report
Quality and creativity of group oral presentation

**MATERIALS/RESOURCES:**
Supplies for posters and creative presentations
Chemistry textbooks

**Activity Developed by:** **Name(s)**
Patty Becker

**School**
ZHS

# ADOPT AN ELEMENT

You will prepare a short, well-written report on an element which will include:
chemical symbol
origins of name
chemical and physical properties
date and method of discovery
common uses
common compounds containing it
cost
interesting trivia
bibliography

Good spelling, grammar, punctuation and composition are expected. The report will be due on ____________________.

In addition to the written report, you will make a creative, colorful poster advertising your element. The poster will be due on ____________________.

You will join those who have adopted elements of the same family and determine how your elements are similar or different. You will also plan an oral presentation together. A group oral report will be due _______________. Some class time will be set aside for group work. Progress reports will be due on ________________ (general idea) and _________________ (detailed plans).

The group report will be a creative presentation about the elements in your group, their similarities or differences. In past years reports have included game shows, songs, dances, interviews, poems, TV commercials, TV shows, magic acts, and chemical demonstrations. Your presentation will be judged on the quality and quantity of its content and its clarity and creativity. Most reports last three to five minutes.

# INTERDISCIPLINARY CONCEPT MODEL

**ORGANIZING THEME:**

**SETTING UP A DAY CARE CENTER**

## SCANS

- Basic Skills
- Thinking Skills
- Personal Qualities
- Competencies:
  - Resources
  - Interpersonal
  - Information
  - Systems

## HOME ECONOMICS

- Visit day care center
- Choose toys, equipment, and furniture for facility
- Sketch facility layout
- Prepare age appropriate activities

## ENGLISH

- Locate appropriate sources of information
- Write business letter
- Use conventions of standard English
- Learn content vocabulary

## SCIENCE

- Study childhood diseases--their spread and prevention
- Discuss sanitation and immunization

## SOCIAL STUDIES

- Discuss benefits and costs of day care center developed by corporation for its employees
- Write research paper

## MATHEMATICS

- Use formulas for calculating area to determine number of children allowed to stay in facility
- Study cost of setting up facility

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Setting Up a Day Care Center

**COURSE(S):**
Child Development

**GRADE(S):**
10 - 12

**OBJECTIVE(S):**
5.0 Interpret the child's developmental level with appropriate expectations and activities
7.07 Develop a personal growth project

**CAREER/LIFE CONNECTION:**

Know what to expect from children at certain stages of development

Reinforce SCANS Basic Skills (reading, writing, mathematics, listening, speaking); Thinking Skills (decision making, problem solving, seeing things in the mind's eye); Personal Qualities (responsibility, sociability); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher and students visit a day care center to observe the facility and see what types of activities and equipment are used.
2. Day care teacher speaks to students about facility and requirements.
3. Groups of students use company catalogs to pick out toys, equipment, and furniture for the facility.
4. Groups of students sketch on paper the layout of a center, indicating where things will go in the building.
5. Groups of students prepare age appropriate activities ranging from two to five years of age.

**METHOD(S) OF EVALUATION:**
Group project

**MATERIALS/RESOURCES:**
Video: "Developmentally Appropriate Practices: Children Ages Birth-Five" (SCETVM, 1987)
Day Care teacher
Lakeshore and Learning Station catalogs for ordering supplies and equipment
Supply order forms
Teacher resource books

**Activity Developed by:** **Name(s)**
Kathy Byrne

**School**
HHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Setting Up a Day Care Center

**COURSE(S):**
English II - IV

**GRADE(S):**
10 - 12

**OBJECTIVE(S):**
2.0 Apply conventions of standard written English
7.07 Develop a personal growth project (Child Development)

**CAREER/LIFE CONNECTION:**
Discover appropriate sources of information, including writing a business letter
Reinforce SCANS Basic Skills (reading, writing, speaking, listening); Thinking Skills (decision making, knowing how to learn); Personal Qualities (responsibility, sociability); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**
1. Teacher reviews business letter form.
2. Students brainstorm and discuss appropriate sources of information regarding regulations, laws, etc. involved in setting up a day care center.
3. Groups of students divide up responsibilities for seeking information.
4. Students use Media Center, governmental information agencies, business and community resources to find information.
5. Students learn vocabulary associated with setting up day care center.
6. Pairs of students work together in computer lab to produce written report of information found.

**METHOD(S) OF EVALUATION:**
Group evaluations
Vocabulary and spelling tests
Completed written product

**MATERIALS/RESOURCES:**
Media Center resources
Community resources and government agencies
Computers, typewriters

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Ann Gautier | HHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Setting Up a Day Care Center

**COURSE(S):**
Economics

**GRADE(S):**
11, 12

**OBJECTIVE(S):**
4.01 Compare types of business organizations
7.07 Develop a personal growth project (Child Development)

**CAREER/LIFE CONNECTION:**
Understand the relationship between a corporation and its workers in developing a day care center
Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher and students discuss the benefits and costs of a day care center developed by a corporation for its employees:
   - costs to the company (building, land, maintenance, personnel, insurance, etc.);
   - costs to the employees (hourly, weekly);
   - benefits to the company (less absenteeism, increased productivity per worker, total revenue, profits, social and community awareness);
   - benefits to the employees (less expensive, job security, peace of mind, increased disposable income).
2. Day care center representative and company representative speak to students.
3. Students research existing programs and write research paper.

**METHOD(S) OF EVALUATION:**
Quizzes, test
Written product

**MATERIALS/RESOURCES:**
Guest speakers
Video(s)--company/day care center facilities--land area used, building and interior furnishings

**Activity Developed by:** **Name(s)**
Keith Taylor

**School**
HHS

## INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

### THEME/CONCEPT/TOPIC:
Setting Up a Day Care Center

### COURSE(S):
Biology I, Biology I Honors

### GRADE(S):
10 - 12

### OBJECTIVE(S):
7.03 List effects of microorganisms on humans
10.04 Identify types of disease that afflict the human body
10.05 Describe human body defenses against disease
8.0 Describe transmission and prevention of disease as related to the structure and function of viruses, monerans, and protists (Honors)
7.07 Develop a personal growth project (Child Development)

### CAREER/LIFE CONNECTION:
Understand the importance of immunizations and sanitation in the prevention of spreading contagious pathogens

Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Competencies (interpersonal, information, systems)

### INSTRUCTIONAL ACTIVITIES (include person responsible for each):
1. Teacher lectures and leads discussion on childhood diseases--cause, spread, prevention through sanitation and immunization; discusses where in a day care center disease is most easily spread.
2. Students view video on childhood infectious diseases.
3. Students submit group projects, each covering a different pathogen/disease:
   - description of subject;
   - spread of particular pathogen/disease;
   - prevention of pathogen/disease.

### METHOD(S) OF EVALUATION:
Written group projects

### MATERIALS/RESOURCES:
Textbook: Biology (Prentice Hall, 1989); Modern Biology (Holt, Rinehart & Winston, 1989)
Resource literature
Video on childhood infectious diseases

**Activity Developed by:** **Name(s)**
Danita Williams

**School**
HHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Setting Up a Day Care Center

**COURSE(S):**
Applied Mathematics I

**GRADE(S):**
10 - 12

**OBJECTIVE(S):**

- 1.3 Compute solutions to real-world problems involving rational numbers and percents, using calculators when appropriate
- 4.2 Collect, organize, and interpret data to solve problems
- 5.1 Apply logical problem-solving techniques and strategies to solve occupationally specific problems
- 6.3 Calculate perimeter, circumference and area of two-dimensional figures and solve related real-world problems
- 7.07 Develop a personal growth project (Child Development)

**CAREER/LIFE CONNECTION:**
Understand the cost, requirements, and responsibility of setting up a day care center
Reinforce SCANS Basic Skills (mathematics, listening); Thinking Skills (reasoning); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher and students review formulas for calculating area and solve problems to determine the maximum number of children that could stay in various sized buildings based on H.R.S. rules.
2. H.R.S. employee speaks to class.
3. Teacher and students talk about the number of centers that go under and the reasons for it.
4. Teacher and students calculate the cost per child to parents and determine if the community could support it.
5. Teacher and students view videos of successful day care facilities.

**METHOD(S) OF EVALUATION:**
Test and quizzes

**MATERIALS/RESOURCES:**
Guest speaker
Videos

| Activity Developed by: | Name(s) | School |
|---|---|---|
| | Pam Bellerose | HHS |

# INTERDISCIPLINARY CONCEPT MODEL

**ORGANIZING THEME:**

**SUBSTANCE ABUSE**

## SCANS

- Basic Skills
- Thinking Skills
- Personal Qualities
- Competencies:
  - Resources
  - Information
  - Systems
  - Technology

## ENGLISH

- Brainstorm and write interview questions
- Practice interview techniques
- Write report of survey results
- Read legal documents

## SOCIAL STUDIES

- Chart illegal trade of drugs through history
- Guest speakers discuss substance abuse
- Take field trip to witness a court case

## HOME ECONOMICS

- Research causes, effects, treatment, and cures
- Discuss member roles in chemically dependent family
- Interview family members for substance abuse
- Predict potential problems of future generations

## SCIENCE

- Study body systems affected by substance abuse
- Study effects of alcohol on the brain
- Generate questions for guest speaker from AA

## MATHEMATICS

- Set up and administering survey
- Collect and organize data
- Make histograms and other charts
- Orally present data and graphs

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Substance Abuse

**COURSE(S):**
Child Development

**GRADE(S):**
10 - 12

**OBJECTIVE(S):**
5.04 Analyze factors which contribute to the child's physical, social, emotional, and intellectual development

**CAREER/LIFE CONNECTION:**
Study effects of drugs on personality development and quality of teenager's life
Discuss children's roles in chemically dependent family
Reinforce SCANS Basic Skills (reading, listening, speaking); Thinking Skills (decision making); Personal Qualities (self esteem, self-management); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students view videos on effects of drugs on children.
2. Groups of students research causes, effects, treatment, and cure of a particular substance and use charts and other visuals to present findings orally to class.
3. Teacher and students discuss member roles in chemically dependent family.
4. Students interview family members to trace back family tree for medical problems related to substance abuse, i.e., alcoholism, smoking-related illness, etc.
5. Using survey developed by language arts, students predict problems which could develop in future generations, based on current attitudes and uses.

**METHOD(S) OF EVALUATION:**
Oral reports

**MATERIALS/RESOURCES:**
Ala teen
C.F. Mendez Foundation, Inc., Drug Prevention Education Programs (P.O. Box 10059, Tampa, FL 33679; 813-251-3600)
Media resources: periodicals, books, videos, etc.

**Activity Developed by:** **Name(s)**
Mary Price

**School**
LOLHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Substance Abuse

**COURSE(S):**
English IV

**GRADE(S):**
12

**OBJECTIVE(S):**
3.0 Write for various purposes and audiences
6.0 Use speaking skills for a variety of purposes and audiences
5.04 Analyze factors which contribute to the child's physical, social, emotional, and intellectual development (Child Development)

**CAREER/LIFE CONNECTION:**
Use language, style, organization, and format appropriate to the situation
Reinforce SCANS Basic Skills (writing, listening, speaking); Thinking Skills (knowing how to learn); Personal Qualities (sociability); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students brainstorm sample interview questions.
2. Students write questions for the survey.
3. Students select questions and practice appropriate interview techniques.
4. Students analyze survey results and write a report.

**METHOD(S) OF EVALUATION:**
Survey
Written report

**MATERIALS/RESOURCES:**
Survey

**Activity Developed by:** **Name(s)**
Elaine West

**School**
LOLHS

## INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Substance Abuse

| **COURSE(S):** | **GRADE(S):** |
|---|---|
| World History | 10 - 12 |
| Economics | 11 - 12 |
| Law Studies | 10 - 12 |

**OBJECTIVE(S):**

4.0 Understand current and historic events from the perspective of diverse cultural and national groups
7.0 Understand the complementary and competing objectives of economic systems and their members
1.03 Explain the value of law in our society
4.0 Understand the role that lawyers, law enforcement officers, youth and adult correctional officers, and court officials play in our system of justice, and their importance to society's well-being
5.04 Analyze factors which contribute to the child's physical, social, emotional, and intellectual development (Child Development)

**CAREER/LIFE CONNECTION:**

Chart movement and illegal trade of drugs through history
Understand effects, change of attitudes, and consequences of teenage substance abuse
Connect drug and alcohol abuse with involvement in crime, suicide, etc.
Reinforce SCANS Basic Skills (reading, listening, speaking); Thinking Skills (reasoning); Personal Qualities (responsibility); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Groups of students identify and chart the movement and illegal trade of drugs in England and China.
2. Teacher lectures on laws dealing with alcohol and drug abuse.
3. School Resource Officer and guest speaker from Charter discuss effects of substance abuse.
4. Teacher and students take field trip to witness a court case involving a drug bust, vehicular homicide, or other related case.

**METHOD(S) OF EVALUATION:**

Charts with visual symbols and explanations
Group participation

**MATERIALS/RESOURCES:**

Guest speakers
Court case

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Doris Souto | LOLHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Substance Abuse

**COURSE(S):**
Biology I

**GRADE(S):**
10 - 12

**OBJECTIVE(S):**
10.01 Explain primary structure and function of each system of the human body
10.04 Identify types of disease that afflict the human body (degenerative, deficiency, hereditary and contagious)
5.04 Analyze factors which contribute to the child's physical, social, emotional, and intellectual development (Child Development)

**CAREER/LIFE CONNECTION:**
Study the effects of substance abuse--prescription and non-prescription drugs--on all systems of the body
Identify structures of central nervous system and create awareness of adverse effects of drugs on nervous system
Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (decision making); Personal Qualities (self esteem, self-management); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students brainstorm various organs and systems affected by substance abuse (lungs from emphysema caused by smoking; liver from cirrhosis caused by alcohol) and determine whether the effects are temporary or permanent, environmental or genetic.
2. Students read about the nervous system, conduction of impulses, brain chemistry, drugs and the nervous system in Biology text.
3. Students outline chapter and add information as teacher reviews the outlines on overhead.
4. Teacher and students read the Mendez program, "Effects of Alcohol on the Brain."
5. Students separate into four groups to do creative thinking activity.
6. Teacher and students discuss different ideas generated and explain what happened and why.
7. Each student writes a question to ask guest speaker; teacher compiles questions for speaker.
8. Guest speaker from AA discusses how substance abuse controls your body and your life.

**METHOD(S) OF EVALUATION:**
Participation in group activities
Written test

**MATERIALS/RESOURCES:**
Poster ("This is your liver; this is your liver with cirrhosis")
Clear Choices High School Science. "Effects of Alcohol on the Brain." 1990 by C.E. Mendez Foundation, Inc., P.O. Box 10059, Tampa, Florida 33679 (813-251-3600)

**Activity Developed by:** **Name(s)**
Vicki Besack

**School**
LOLHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Substance Abuse

| COURSE(S): | GRADE(S): |
|---|---|
| Applied Mathematics II | 12 |
| Probability and Statistics with Application | 12 |

**OBJECTIVE(S):**

3.0 Demonstrate the ability to use simple statistical methods and probability to interpret data and predict outcomes

1.0 Demonstrate the ability to compute mean, standard deviation and other descriptive measures from given grouped or ungrouped data

5.04 Analyze factors which contribute to the child's physical, social, emotional, and intellectual development (Child Development)

**CAREER/LIFE CONNECTION:**
Collect information on teenage substance abuse
Discover impact of substance abuse on present, past and future teenage lives
Reinforce SCANS Basic Skills (writing, mathematics, listening, speaking); Thinking Skills (problem solving, knowing how to learn, reasoning); Personal Qualities (responsibility); Competencies (resources, information, systems, technology)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher develops concepts of statistics using a calculator and a computer.
2. Students set up survey, administer it, and collect and organize the data.
3. Students make histograms, polygon frequency charts, stem and leaf plots, box and whisker plots.
4. Students compare state, county, and school statistics.
5. Students orally present actual data and graphs.

**METHOD(S) OF EVALUATION:**
Oral presentations
Charts and graphs

**MATERIALS/RESOURCES:**
Survey
Charts
Graph paper
Computer, calculators

| Activity Developed by: | Name(s) | School |
|---|---|---|
| | Barbara Long | LOLHS |

# INTERDISCIPLINARY CONCEPT MODEL

**ORGANIZING THEME:**

**TEENAGE SEXUALITY**

## SCANS

Basic Skills
Thinking Skills
Personal Qualities
Competencies:
  Resources
  Interpersonal
  Information
  Systems
  Technology

## ENGLISH

Writing a narrative
Characterization
Male/female point of view
Decision making
Class debate

## SOCIAL STUDIES

Impact of birth control on society's culture, morality, and economics
Clergy participation in panel discussion
Group presentations

## HOME ECONOMICS

"My Baby and Me" project
Panel discussion with mothers
Videos
Guest speakers
Interviews with teenage parent

## SCIENCE

Human reproductive systems
Study of viral and bacterial diseases
School nurse presentation
Group presentation
Student summaries

## MATHEMATICS

Organization, representation, and interpretation of data from Student Services survey
Graphs
Oral presentations

## INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Teenage Sexuality

**COURSE(S):**
Child Development

**GRADE(S):**
10 - 12

**OBJECTIVE(S):**
1.03 Define self-concept
1.04 Identify factors that influence self-concept
2.04 Define terminology associated with the stages of human development, including physical, social, emotional, and intellectual development

**CAREER/LIFE CONNECTION:**
Understand the effects of teen pregnancy on life goals
Reinforce SCANS Basic Skills (reading, writing, mathematics, listening, speaking); Thinking Skills (decision making, problem solving); Personal Qualities (responsibility, self-esteem, self-management); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**
1. Students participate in baby project--"My Baby and Me"--for four days (see attached criteria).
2. Panel of mothers and mothers-to-be discuss pregnancy and parenting issues in a question and answer forum.
3. Students view videos ("Sex Lies and the Truth" and "Daddy").
4. Guest speakers from March of Dimes and HRS discuss parenting issues.
5. For extra credit, students interview teenage mother or father living with a baby.

**METHOD(S) OF EVALUATION:**
"My Baby and Me" grading sheet (attached)

**MATERIALS/RESOURCES:**
Videos
Guest speakers
School statistics

**Activity Developed by:** **Name(s)**
Mary Price

**School**
LOLHS

# My Baby and Me

Objective: To be able to understand and experience through a simulated experience of carrying a doll, the cost, care and responsibility involved in parenting.

Grading: This project will be worth a total of 200 points. Your grade will be added as follows:

_____ 25 pts. Certificate of live birth and birth certificate with footprint filled out;

_____ 70 pts. Baby and blanket present at school for the week (3 days) and the weekend (2 days) accounted for;

_____ 20 pts. A time schedule included that will account for the baby being fed and diapered; all activities that included taking the baby and all activities that did not include the baby. (For the latter you need to explain where the baby stayed and with whom.) Also include any items that you bought for the baby for the week.

_____ 75 pts. A detailed journal that fits in with your baby schedule. In the journal you need to explain any feelings you may have about the project and the effects of the experience socially, financially, time wise and emotionally.

_____ 10 pts. Organization: a paper folder decorated like a baby book with the following included:

This project page for grading;
The cost of having a baby (handout);
The certificate of live birth;
The birth certificate with footprint;
Your financial situation scenario;
Your time schedule (daily);
Your journal with details and summary;
Any pictures of items that you bought
from catalogues, etc.

Parent Signature__________________________

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Teenage Sexuality

| | |
|---|---|
| **COURSE(S):** | **GRADE(S):** |
| English II | 10 |

**OBJECTIVE(S):**

4.04 Write a narrative paper based upon personal experience and/or interviews
6.0 Make and critique formal and informal oral presentations
2.04 Define terminology associated with the stages of human development, including physical, social, emotional, and intellectual development (Child Development)

**CAREER/LIFE CONNECTION:**

Target social problem of teenage sexuality
Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (creative thinking, decision making, problem solving); Personal Qualities (responsibility); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students learn plot line of literature to develop a two to four page short story on topic of teenage sexuality.
2. Students emphasize characterization and especially teenage characteristics.
3. Students discuss plot structure with decision making emphasis in relation to teenage sexuality.
4. Students stress point of view on topic.
5. Students read pro/con articles on this topic for class to discuss.
6. Students produce a poster illustrating plot and point of view.
7. For culminating event, students participate in class debate on topic

**METHOD(S) OF EVALUATION:**

Short story
Poster
Class debate

**MATERIALS/RESOURCES:**

Overhead and teacher notes
Model illustrating short story structure
Writing materials
Poster board
Articles on topic

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Elaine West | LOLHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Teenage Sexuality

**COURSE(S):**
World History

**GRADE(S):**
10

**OBJECTIVE(S):**

6.0 Explain how major belief systems (political, economic, and social) changed or altered historical patterns of development

2.04 Define terminology associated with the stages of human development, including physical, social, emotional, and intellectual development (Child Development)

**CAREER/LIFE CONNECTION:**

Discuss moral, cultural, and economic issues of teen sex and birth control

Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (decision making); Personal Qualities (responsibility, sociability); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Panel of Baptist and Methodist ministers, Catholic priest, and Jewish rabbi discuss impact of various birth control methods on a society's culture, morality, and economics.
2. Students consider information from panel discussion, teacher presentation, and group research in preparing group presentation to be done orally in class and written to teacher.

**METHOD(S) OF EVALUATION:**
Group presentations--oral and written

**MATERIALS/RESOURCES:**
Media resources
Panel guests
Textbook

**Activity Developed by:** **Name(s)**
Doris Souto

**School**
LOLHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Teenage Sexuality

**COURSE(S):**
Biology I

**GRADE(S):**
10 - 12

**OBJECTIVE(S):**
7.0 Differentiate structure and function of viruses, monerans, protist, and fungi
10.0 Identify and describe the major human systems
2.04 Define terminology associated with the stages of human development, including physical, social, emotional, and intellectual development (Child Development)

**CAREER/LIFE CONNECTION:**
Learn risks of pregnancy and/or contracting sexually transmitted disease (STD) as result of teenage sex
Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (decision making, knowing how to learn); Personal Qualities (self-management); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students read about male and female reproductive structures.
2. Students outline male and female reproductive systems.
3. Students view "Miracle of Life" video.
4. Students read about viral and bacterial diseases and discuss they ways they are spread.
5. School nurse discusses STD's and uses game to make students aware how easily infections can spread.
6. Students view class presentation demonstrating number of persons in a group with STD's.
7. Groups of students choose and research an STD and then present information to class.
8. Students write a two page summary on information gained during interdisciplinary unit.
9. Students take post test to compare results to pretest taken at beginning of unit.

**METHOD(S) OF EVALUATION:**
Oral group presentations
Comparison of pre- and post test scores
Summary paper

**MATERIALS/RESOURCES:**
Textbook: Biology: The Living World (Prentice-Hall, Inc., 1989); chapters 15 and 35
"Miracle of Life" video
School nurse
Media resources

| Activity Developed by: | Name(s) | School |
|---|---|---|
| | Vicki Besack | LOLHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Teenage Sexuality

| **COURSE(S):** | **GRADE(S):** |
|---|---|
| Applied Mathematics I | 10 - 12 |
| Applied Probability and Statistics | 10 - 12 |

**OBJECTIVE(S):**

3.0 Construct and interpret tables and graphs
4.0 Demonstrate the ability to collect, organize, represent, and interpret data and predict outcomes
1.0 Demonstrate the ability to compute mean, standard deviation and other descriptive measures from given grouped or ungrouped data
2.04 Define terminology associated with the stages of human development, including physical, social, emotional, and intellectual development (Child Development)

**CAREER/LIFE CONNECTION:**

Determine the impact of teenage sex on students' lives
Reinforce SCANS Basic Skills (reading, writing, mathematics, speaking); Thinking Skills (problem solving, knowing how to learn); Personal Qualities (responsibility, self-management); Competencies (resources, interpersonal, information, systems, technology)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students choose data interesting to them from Pasco County Student Services annual survey.
2. Teacher demonstrates methods of organizing, representing, and interpreting data.
3. Teacher demonstrates use of computers in doing calculations.
4. Groups of students do correlations.
5. Students set up linear graphs.
6. Groups give oral presentations on their results.

**METHOD(S) OF EVALUATION:**

Correlations and graphs
Oral group presentations

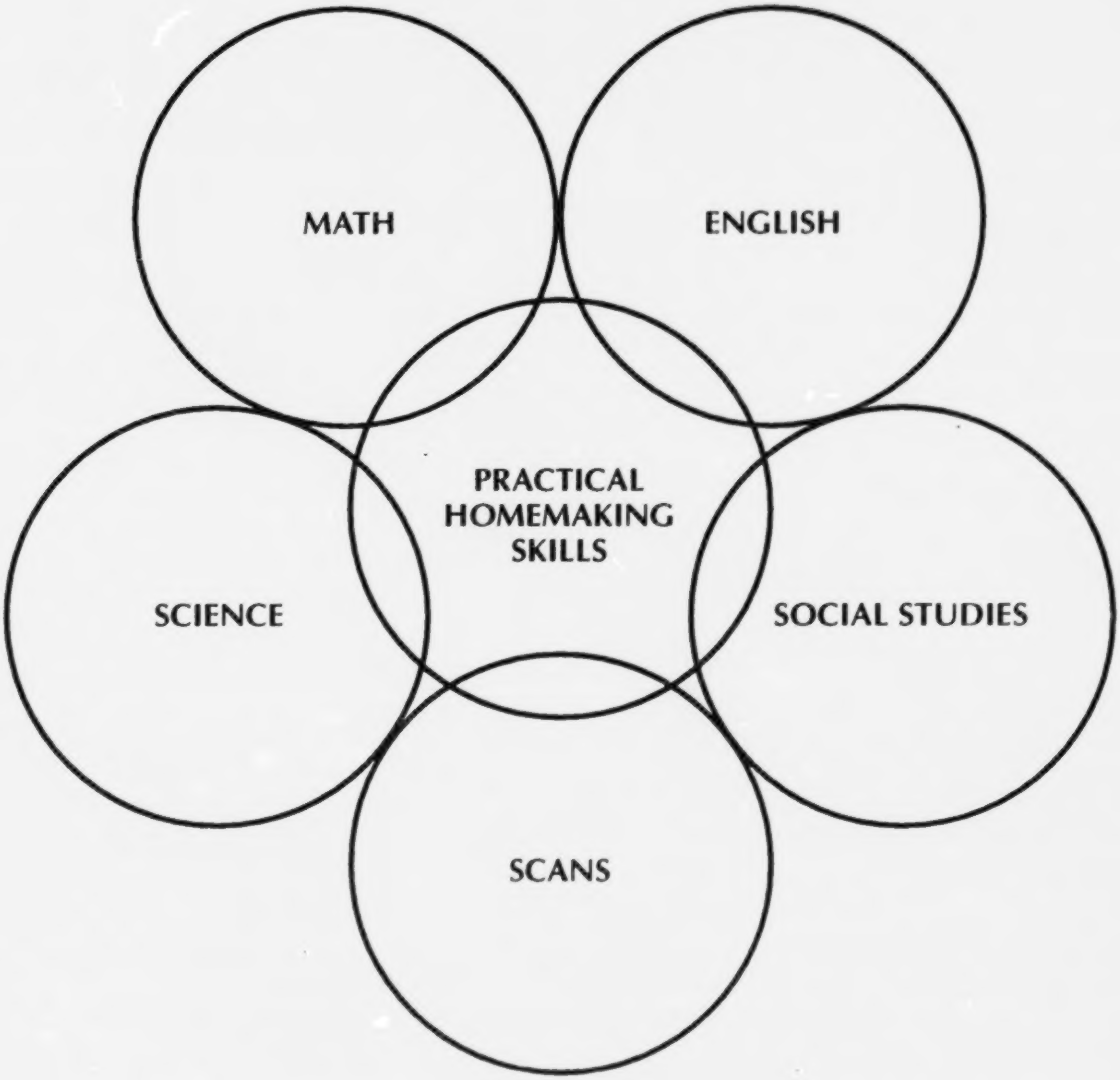
**MATERIALS/RESOURCE**

Statistics from Student Services survey

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Barbara Long | LOLHS |

# Level 3

# Practical Homemaking Skills


MATH
ENGLISH
PRACTICAL HOMEMAKING SKILLS
SCIENCE
SOCIAL STUDIES
SCANS

# INTERDISCIPLINARY CONCEPT MODEL

## ORGANIZING THEME:

## CONSUMER DECISIONS

### SCANS

- Basic Skills
- Thinking Skills
- Personal Qualities
- Competencies:
  - Resources
  - Interpersonal
  - Information
  - Systems

### HOME ECONOMICS

- Decision making model for various consumer choices
- Influence of advertising on consumers

### ENGLISH

- Consumer awareness
- Evaluation of target audiences in advertising
- Oral presentations
- Writing consumer related letters

### SCIENCE

- Consumer product testing using the scientific method
- FDA testing
- Animal testing
- Animal rights activism
- Truth in advertising

### SOCIAL STUDIES

- Truth in advertising
- Advertising tactics
- Warranty laws
- Consumer agencies
- Patent search testing

### MATHEMATICS

- Newspaper advertising
- Truth in advertising
- Home budgeting
- Interest rates, loans
- Actual cost calculations
- Sales/income tax calculation

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Consumer Decisions

**COURSE(S):**
Practical Homemaking Skills

**GRADE(S):**
9 - 12

**OBJECTIVE(S):**
3.02 Describe the effects of advertising on consumer purchases
3.03 Apply the decision making process to consumer choices
3.04 Apply individual and family decision making process to consumer choices

**CAREER/LIFE CONNECTION:**
Evaluate advertising
Prepare students for successful functioning in our market system
Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (decision making); Competencies (resources, interpersonal, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students read about the decision making process in the textbook.
2. Students view film about the decision making process.
3. In cooperative learning groups, students trace everyday consumer decisions through the decision making process.
4. Students chart the process on posters to present to the class.

**METHOD(S) OF EVALUATION:**
Poster presentations

**MATERIALS/RESOURCES:**
Textbook: Life Management (Prentice Hall, 1988)
Handout: "Decision-Making Model" (Pasco County Life Management Skills Curriculum Guide)

**Activity Developed by:** **Name(s)**
Alice Anne Berlage

**School**
GHS

## DECISION-MAKING MODEL*

The decision making model provides a process that people can use to help them in solving problems or making decisions. It can be used for most situations in life including the area of human sexuality.

### STEPS IN THE DECISION MAKING PROCESS

1. Define the Problem - State exactly what the problem is or the situation around which a decision needs to be made.

2. Consider all Alternatives - List all possible ways to resolve the problem or possible decisions that could be made. Information may need to be gathered so all alternatives can be considered. You may wish to consult with others to make sure you haven't overlooked any.

   During classroom discussions, the teacher may add additional alternatives not considered by students in order to ensure a balanced discussion.

3. Consider the Consequences of Each Alternative - List all the possible outcomes--both positive and negative-- for each alternative or each course of action that could be taken. It is important to have correct and full information by this point.

4. Consider Family and Personal Values - Values include beliefs about how we should act or behave; the personal and family rules we live by and believe are important; e.g., beliefs about honesty, loyalty, whether it's alright to smoke or drink. Most of our values come from the training we receive at home. Other values come from our friends and society. Consider whether each alternative is consistent with your personal and family values.

   Our decisions affect many people who are important to us; e.g., parents, siblings, peers, etc. The effect of each alternative on others should be considered in making a decision.

5. Choose One Alternative - After carefully considering each alternative, choose the alternative that is most appropriate based on your knowledge, values, morals, religious upbringing, present and future goals and the effect of the decision on significant others.

6. Implement the Decision - Do what is necessary to have the decision carried out the way you want it to be. It may be necessary to develop a step-by-step program with a time table to make sure things get done.

## THE DECISION MAKING PROCESS

EDUCATION--OR KNOWLEDGE--PLUS GOOD DECISION MAKING TECHNIQUES WILL ENABLE A PERSON TO MAKE WISE CHOICES, OR MORE INTELLIGENT DECISIONS.

Step 1. Define the PROBLEM: Be exact.

Step 2. CHOICES--or--ALTERNATIVES: List as many as possible.

Step 3. CONSEQUENCES. List as many as possible for each choice or alternati

Step 4. DECIDE on SOLUTION to problem, AFTER giving each choice or alternati full consideration.

Step 5. EVALUATE: Accept full responsibility for your decision. Look back and see if you could have made a better choice.

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Consumer Decisions

**COURSE(S):**
English II

**GRADE(S):**
10

**OBJECTIVE(S):**

| | |
|---|---|
| 4.02 | Write a business letter |
| 6.02 | Prepare and present a formal speech intended to explain, to persuade, or to entertain |
| 8.02 | Examine the content of various media products to determine the purposes and/or audiences for which they are designed |
| 3.02 | Describe the effects of advertising on consumer purchases (Practical Homemaking Skills) |

**CAREER/LIFE CONNECTION:**
Evaluate advertising and apply information learned to real-life consumer decisions
Reinforce SCANS Basic Skills (writing, listening, speaking); Thinking Skills (decision making); Personal Qualities (sociability); Competencies (interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students study advertisements on television, billboards, and in magazines.
2. In cooperative learning groups, students make a collage or montage of products geared to a specific target audience.
3. Students study textbook section on oral presentations.
4. Individual students make oral presentation demonstrating the use of a consumer product.
5. Students read textbook information on letter writing, especially section in The Writer's Craft .
6. Individual students write three letters: one of commendation, one of complaint, and one advocating change.

**METHOD(S) OF EVALUATION:**
Teacher evaluation of collages, oral presentations, and letters

**MATERIALS/RESOURCES:**
The Writer's Craft (McDougal, Littell & Company, Evanston, IL, 1992)
Information on oral presentations in textbook:
Advertisements from television, billboards, magazines

**Activity Developed by:** **Name(s)**
Barbara Starkey

**School**
GHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Consumer Decisions

**COURSE(S):** Law Studies

**GRADE(S):** 10

**OBJECTIVE(S):**

6.04 Identify and explain common deceptive sales practices and any civil or criminal legal resources that are available for victims of such practices

6.05 Identify and explain major consumer legislation passed by the state and federal government for consumer protection

6.06 Identify legal responsibilities associated with family and consumer law

3.02 Describe the effects of advertising on consumer purchases (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Make one a better consumer
Reinforce SCANS Basic Skills (writing, listening, speaking); Competencies (information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Guest speakers from the Chamber of Commerce, Better Business Bureau, and other consumer agencies speak to class.
2. Students view films dealing with advertising tactics and other related topics.
3. Teacher lectures and provides worksheets dealing with types of warranties.
4. Teacher and students participate in class discussion on information learned.
5. Students role play situations where salesmen use various tactics such as bait and switch, pressure sales, puffing, etc.
6. Students write papers on patents and patent search testing.

**METHOD(S) OF EVALUATION:**
Testing
Research paper

**MATERIALS/RESOURCES:**
Guest speakers
Lecture, worksheets
Films
Materials from media

**Activity Developed by:** **Name(s)** John Luoma

**School** GHS

## INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Consumer Decisions

**COURSE(S):**
Biology I

**GRADE(S):**
10

**OBJECTIVE(S):**

1.08 Use the science process skills to analyze information from public media
12.03 Describe how various technological advances could affect the individual
3.04 Apply individual and family decision-making process to consumer choices (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**

Relate the scientific method to consumer product testing (particularly animal testing) and use the information gained to make informed decisions

Reinforce SCANS Basic Skills (reading, listening, speaking); Thinking Skills (decision making); Personal Qualities (integrity/honesty); Competencies (resources, interpersonal, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher and students brainstorm products that have been tested for safety/toxicity.
2. Students research the role of scientists and the FDA on product testing.
3. Students view video tape on animals in research.
4. Students participate in group discussions/debates on animal testing and truth in advertising, especially as it relates to animal rights activities.
5. Students in cooperative learning groups create displays showing ways in which animals are used in scientific research.

**METHOD(S) OF EVALUATION:**

Posters
Group projects
Displays

**MATERIALS/RESOURCES:**

Video tape: "Animals in Research" (Florida State University)
Research materials

**Activity Developed by:** **Name(s)**
Linda N. Dale

**School**
GHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Consumer Decisions

**COURSE(S):**
Explorations in Mathematics I

**GRADE(S):**
10

**OBJECTIVE(S):**

1.08 Select and use appropriate methods for computing from among paper and pencil, mental arithmetic, calculators, and computers
3.05 Determine the appropriateness of statements involving data presented in charts, tables, or graphs
3.03 Apply the decision-making process to consumer choices (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**

Make better consumer related choices when faced with product buying decisions
Reinforce SCANS Basic Skills (arithmetic); Thinking Skills (decision making); Competencies (resources, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students pick several products from newspaper advertisements and figure actual cost of items including finance charge and any other added costs.

**METHOD(S) OF EVALUATION:**
Computations

**MATERIALS/RESOURCES:**
Newspapers

**Activity Developed by:** **Name(s)**
Craig Schneider

**School**
GHS

# INTERDISCIPLINARY CONCEPT MODEL

**ORGANIZING THEME:**

**CULTURE FAIR: ARABIAN KNIGHTS**

## SCANS

- Basic Skills
- Thinking Skills
- Personal Qualities
- Competencies:
  - Resources
  - Interpersonal
  - Information
  - Systems

## ENGLISH

- Reading of "Aladdin," "Ali Baba," and "Scheherazade"
- Guest speaker: Lebanese student
- Study of Lebanese language and practice writing notes in the language
- Study of words with Arabic etymologies

## SCIENCE

- Study of biomes--student portfolios
- Emphasis of desert biome
- Guest speaker
- Field trip to nature center
- Desert biome models

## HOME ECONOMICS

### PRACTICAL HOMEMAKING SKILLS

- Arabic influence on our foods
- Preparation of similar foods
- Arabic and American similarities in clothing styles
- Collages of similar clothing styles

### CHILD DEVELOPMENT

- Impact of heredity and environment
- Children's rights
- Personality development

## MATHEMATICS

- Comparison of numeration systems
- Arabic numerals
- Tessellations
- Arabic art and architecture
- City of Tessel

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Culture Fair--Arabian Knights

| **COURSE(S):** | **GRADE(S):** |
|---|---|
| Practical Homemaking Skills | 9 |

**OBJECTIVE(S):**

4.0 Plan for, prepare, and serve nutritious food
5.0 Plan for, select, and care for personal clothing and accessories
2.05 Recognize the impact of heredity and environment on individual development (Child Development)

**CAREER/LIFE CONNECTION:**

See how another culture relates to and influences ours both in foods and clothing styles
Reinforce SCANS Basic Skills (reading); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students research typical Arabian foods and look for recipes that are similar in our country.
2. Groups of students prepare and serve Arabian foods that have become popular in our culture.
3. Students research fashions of Arabian origin that relate to our styles.
4. Groups of students make a collage showing the similarities of styles.

**METHOD(S) OF EVALUATION:**

Food prepared in food labs
Collages

**MATERIALS/RESOURCES:**

Cookbooks
Foreign food cookbooks
Historic fashion books
Slides of fashions of the Arabian Knights

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Carol Taylor | RRHS |

## INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Culture Fair--Arabian Knights

**COURSE(S):**
Child Development

**GRADE(S):**
9

**OBJECTIVE(S):**
2.05 Recognize the impact of heredity and environment on individual development
5.0 Interpret the child's developmental level with appropriate expectations and activities
6.0 Describe society's role in protecting the rights of children

**CAREER/LIFE CONNECTION:**
Compare cultures to determine similarities and differences between Arabian and American children
Understand personality differences due to cultural environment and recognize factors that make us the people that we are
Reinforce SCANS Basic Skills (reading, listening, speaking); Thinking Skills (reasoning); Personal Qualities (sociability); Competencies (interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**
1. Students read information on personality development in textbooks.
2. Students use Media Center resources to research Arabian culture, especially as it relates to children, e.g., children's rights, etc.
3. Groups of students discuss similarities and differences of Arabian and American culture and personality development.
4. Groups present findings orally to class.

**METHOD(S) OF EVALUATION:**
Group presentations

**MATERIALS/RESOURCES:**
Child Development textbooks
Encyclopedias and other reference materials
Media Center

**Activity Developed by:** **Name(s)**
Carol Taylor

**School**
RRHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Culture Fair--Arabian Knights

| **COURSE(S):** | **GRADE(S):** |
|---|---|
| English I | 9 |

**OBJECTIVE(S):**

| | |
|---|---|
| 3.0 | Demonstrate knowledge of grammar, usage, spelling, and mechanics |
| 5.06 | Read and discuss representative examples from a wide selection of literature |
| 2.05 | Recognize the impact of heredity and environment on individual development (Child Development) |

**CAREER/LIFE CONNECTION:**

Understand and appreciate the multi-cultural contributions from the people around us with varying backgrounds

Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (creative thinking); Competencies (information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher and students read "Aladdin," "Ali Baba," and "Scheherazade."
2. Students watch the video version of "Aladdin" and look for inconsistencies with the story.
3. Angel, a Lebanese student, demonstrates Lebanese language to class.
4. Students write signs and notes in Lebanese/Arabic.
5. Students study words with Arabic etymologies.

**METHOD(S) OF EVALUATION:**
Student response to Lebanese student
Lebanese signs and notes

**MATERIALS/RESOURCES:**
Angel Radwan
Worksheet
Paper and art supplies
Story and video versions of "Aladdin"
Stories: "Alibaba" and "Scheherazade"

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Barbara Dukeman | RRHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Culture Fair--Arabian Knights

| **COURSE(S):** | **GRADE(S):** |
|---|---|
| Biology I | 9 - 12 |
| Ecology | 9 - 12 |

**OBJECTIVE(S):**

11.0 Describe the relationships among individuals, populations, communities and ecosystems;
12.0 Describe how biology interacts with technology and society;
2.0 Recognize biotic and abiotic environmental factors and their relationships in various ecosystems;
6.0 Define a population and the factors which determine its density and dispersal in an ecosystem;
7.0 Describe major biomes of the world including climate, flora, fauna and location;
8.0 Recognize endangered species in Florida, the nation, and the world and the factors which endanger them;
9.0 Recognize major causes and solutions of air, water and land pollution;
10.0 Recognize mankind's impact on the world environment through time including resource use, energy use, transportation and pollution;
11.01 Construct a scaled map of a selected area of study;
12.0 Describe how ecology interacts with society and technology;
2.05 Recognize the impact of heredity and environment on individual development (Child Dev)

**CAREER/LIFE CONNECTION:**

Gain an understanding of biomes other than our own

Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (creative thinking, seeing things in the mind's eye); Personal Qualities (responsibility); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher gives introduction to environment and the various biomes.
2. Students produce a brief portfolio on each biome including a possible map, required elements, types of wildlife, biotic and abiotic factors, etc.
3. Teacher and students take a field trip to nature center to see a preserved area.
4. Guest from Florida Fresh Water and Game Commission speaks to class.
5. Teacher and students focus on desert biome as related to the Arabian countries and discuss other biomes typical of the Arabian peninsula.
6. Students divide into groups; each group researches one particular aspect of the Arabian peninsula's environment, e.g., water, fossil fuels, wildlife, populations, land formations, etc.
7. Each group makes a representative model to be placed on one class project--a huge three-dimensional map of the Arabian Peninsula.

**METHOD(S) OF EVALUATION:**

Group models

**MATERIALS/RESOURCES:**

Materials to build models

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Charisse Cosgray | RRHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Culture Fair--Arabian Knights

| COURSE(S): | GRADE(S): |
|---|---|
| Explorations in Mathematics I | 9 |
| Algebra I | 9 |
| Geometry | 9 |

**OBJECTIVE(S):**
1.01 Explore relationships among representatives of whole numbers, decimals, rational numbers, and integers
1.0 Demonstrate an understanding of the real number system
2.04 Understand and apply the relationships that exist between similar figures
2.05 Recognize the impact of heredity and environment on individual development (Child Development)

**CAREER/LIFE CONNECTION:**
Understand and appreciate the cultural contributions of the Arabic countries to our life today
Reinforce SCANS Basic Skills (reading); Thinking Skills (creative thinking); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**
1. Students study and compare numeration systems (Arabic numerals).
2. Students study reflections, rotations, and slides.
3. Students study polygons to determine which ones tessellate.
4. Students complete tessellations and tessellate them into the wall.
5. Students build mosques and buildings for City of Tessel.

**METHOD(S) OF EVALUATION:**
Tessellations, wall of tessellations
Mosques and buildings
City of Tessel

**MATERIALS/RESOURCES:**
M.C. Escher books and resources
Encyclopedias
Geometry and math history textbooks
International cultures in math materials
Arabic art and architecture books

| Activity Developed by: | Name(s) | School |
|---|---|---|
| | Jill Nielsen | RRHS |

# INTERDISCIPLINARY CONCEPT MODEL

## ORGANIZING THEME: DECISION MAKING FOR AUTO PURCHASE

### SCANS

Basic Skills
Thinking Skills
Personal Qualities
Competencies:
  Resources
  Interpersonal
  Information
  Systems

### HOME ECONOMICS

Needs assessment
Comparison shopping--models and dealerships

### ENGLISH

Interview parents, mechanic
Create, write about dream car
Write diamante poems

### SCIENCE

Pollution, including noise
Aerodynamics
Engine efficiency and gas mileage
Crash test statistics

### SOCIAL STUDIES

Study economic trends
Study effects of advertising
Compare/contrast current economic conditions, prices, availability with two years ago

### MATHEMATICS

Financing a car
Budgeting
Car ownership costs
Buying vs. leasing
Depreciation

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Decision Making for Auto Purchase

**COURSE(S):**
Practical Homemaking Skills

**GRADE(S):**
11, 12

**OBJECTIVE(S):**
3.03 Apply the decision-making process to consumer choices

**CAREER/LIFE CONNECTION:**
Consider advantages/disadvantages, needs/wants in making decisions regarding consumer choices
Think about how to get the most for your dollar
Reinforce SCANS Basic Skills (reading, writing); Thinking Skills (decision making, knowing how to learn, reasoning); Personal Qualities (responsibility, self-management); Competencies (resources, information )

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students list various cars for possible purchase.
2. Guest speaker discusses various aspects of decision-making in consumer purchasing.
3. Using Consumer Reports, students look at advantages and disadvantages of each model.
4. Students list needs as opposed to wants.
5. Students narrow choices to three models.
6. Using attached comparison shopping form, students investigate their three models at three different dealerships.
7. Students make final choice based on various sources.

**METHOD(S) OF EVALUATION:**
Comparison shopping form

**MATERIALS/RESOURCES:**
Consumer Reports
Guest speaker
Textbook
Teacher lecture
Comparison shopping form

**Activity Developed by:** **Name(s)**
Mary Sawyer

**School**
RHS

## COMPARISION SHOPPING

ITEM: ______________________

| | BRAND | BRAND | BRAND |
|---|---|---|---|
| | ________ | ________ | ________ |
| STORE # 1 | ________ | ________ | ________ |
| STORE # 2 | ________ | ________ | ________ |
| STORE # 3 | ________ | ________ | ________ |

Answer the following:

1. Which store had the best price? ______________________
2. Which store gave the best quality? ______________________
3. Which store had the best feature, etc. ______________________

   Explain ______________________________________________

   ______________________________________________

   ______________________________________________

Final Results: (explain)

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Decision Making for Auto Purchase

**COURSE(S):**
English III, IV

**GRADE(S):**
11, 12

**OBJECTIVE(S):**
3.02 Produce a creative piece of writing
4.02 Gather information from various sources
3.03 Apply the decision-making process to consumer choices (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Become more realistic when choosing a car (reality vs. fantasy)
Reinforce SCANS Basic Skills (writing, listening, speaking); Thinking Skills (creative thinking, decision making, knowing how to learn, reasoning); Personal Qualities (responsibility, self-management); Competencies (resources, interpersonal, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students discuss with parent and another adult (preferably a mechanic) what one should look for in choosing a car.
2. Students take notes and report to group.
3. Students find picture of the perfect car for them.
4. Students create their dream car and develop a list of its qualities.
5. Student creates two diamante poems (see attached sheet): one about the dream car; the other a contrast between the dream car and a realistic choice.

**METHOD(S) OF EVALUATION:**
Interview notes
Picture and list of qualities of dream car
Diamante poems

**MATERIALS/RESOURCES:**
Parent
Mechanics, other adults
Magazines, posters of cars
Diamante poem sample
Computers

**Activity Developed by:** **Name(s)**
Gladys Pigman

**School**
RHS

# DIAMANTE

Iris Tiedt created a form of unrhymed poetry called **diamante**. Because its physical appearance on paper resembles that of a diamond, it was labeled with the Italian word for diamond -- **diamante**. This type of poem is symmetrical in both looks and sound. The two simplest forms of **diamante** appear below.

EXAMPLE **PATTERN I**--USING SYNONYMS

topic (noun)
two describing words (adj.)
three action words (verbs or "ing" words)
a four word phrase capturing some feeling about the topic
three action words (verbs or "ing" words)
two describing words (adj.)
synonym

Shoes
Comfortable, well-worn
Protecting, walking, relaxing
Comfortable touring Washington, D. C.
Jumping, running, playing
Dirty, white
Sneakers

EXAMPLE **PATTERN II** - Using Antonyms

topic (noun)
Two describing words (adj.)
Three action words (verbs or "ing" words)
Two words to capture the topic / two words to capture the ant.
Three action words for the antonym
Two words describing ant.
Antonym

When writing this type, one must work from both ends one line at a time.

EXAMPLE

Shoes
New, stiff
Confining, pinching, rubbing
Podiatrist bound -- nature's way
Breathing, skipping, wriggling
Free, natural
Barefoot

## INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Decision Making for Auto Purchase

**COURSE(S):** Economics

**GRADE(S):** 11, 12

**OBJECTIVE(S):**

3.04 Explain the law of supply and demand
3.05 List factors that influence and determine price
8.02 Read and determine relationships described by line graphs, circle graphs, or tables
8.03 Use the steps of inquiry: stating the problem, gathering data, developing a hypothesis, analyzing and evaluating, and reaching a conclusion
8.05 Distinguish between fact and opinion
3.02 Describe the effects of advertising on consumer purchases (Practical Homemaking Skills)
3.03 Apply the decision-making process to consumer choices (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**

Understand the effects of advertising on consumer purchasing
Understand the role of our economic system on consumer purchasing
Examine the decision making process in making consumer choices.
Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (decision making, problem solving, reasoning); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students look at old newspapers and Consumer Reports to compare prices of automobiles two years ago with current prices; students chart findings.
2. Guest speaker discusses economic factors that influence supply and price of consumer goods.
3. Guest speaker discusses the effects of advertising on consumer purchasing.
3. Students read textbook information on supply and demand, factors that influence price of goods, and methods of advertising.
4. Students discuss economic principles and the effects of advertising on consumer purchasing.
5. Students evaluate advertisements to recognize various advertising tactics and distinguish between fact and opinion.
6. Students write a paper comparing/contrasting current prices, advertisements, and availability of automobiles with that of two years ago.

**METHOD(S) OF EVALUATION:**

Large group discussion
Comparison/contrast paper

**MATERIALS/RESOURCES:**

Newspapers, car advertisements
Consumer Reports
Guest speakers
Class discussion

**Activity Developed by:** **Name(s)** Rob Ciaravino — **School** RHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Decision Making for Auto Purchase

**COURSE(S):**
Chemistry I

**GRADE(S):**
11, 12

**OBJECTIVE(S):**
1.07 Solve a problem through interpretation of data
15.0 Describe how chemistry interacts with technology and society
3.03 Apply the decision-making process to consumer choices (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Consider auto engine efficiency and environmental quality when purchasing a car
Understand the use of the scientific method in making decisions regarding consumer purchases--make a scientific conclusion based on data gathered and form a decision based on that conclusion
Reinforce SCANS Basic Skills (reading, writing, mathematics); Thinking Skills (decision making, seeing things in the mind's eye, reasoning); Competencies (resources, interpersonal, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**
1. Students in lab groups of four gather data from different publications on gas mileage, crash tests, aerodynamics, and pollution levels--including noise.
2. Groups of students create data charts.
3. Groups of students use computers to create graphs (bar, line, etc.) from the charts.
4. From data examined, students conclude which car is the best buy.

**METHOD(S) OF EVALUATION:**
Visual tests using graphs to read and interpret

**MATERIALS/RESOURCES:**
Research statistics from car publications
Consumer Reports
Graph paper
Computer graphing software

**Activity Developed by:** **Name(s)**
Jane Goodwin

**School**
RHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Decision Making for Auto Purchase

**COURSE(S):**
Consumer Mathematics

**GRADE(S):**
11, 12

**OBJECTIVE(S):**

1.0 Use mathematical problem solving to collect and analyze data for informed decision-making regarding consumer purchases

4.07 Estimate the cost of operating a car, including depreciation, insurance, and maintenance

3.03 Apply the decision-making process to consumer choices (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**

Understand the costs involved with purchasing, financing, and operating a car

Reinforce SCANS Basic Skills (writing, listening, speaking, mathematics); Thinking Skills (decision making, reasoning); Personal Qualities (responsibility, self-management); Competencies (resources, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Using advertisements for cars, students compare costs of dream car with others.
2. Students decide upon car they can afford.
3. Students compute all costs of purchasing and financing the car--down payment, total purchase price, amount of interest, monthly payments, number of payments, total payments.
4. Students interview parent or other adult regarding cost of operating a car for one year--mileage, depreciation, insurance.

**METHOD(S) OF EVALUATION:**

Written material showing mathematical results of purchasing, financing, and operating a car

**MATERIALS/RESOURCES:**

Car advertisements
Textbook information on figuring interest, etc.
Parent or other adult

**Activity Developed by:** **Name(s)**
Kathleen Butler

**School**
RHS

# INTERDISCIPLINARY CONCEPT MODEL

## ORGANIZING THEME:

## DISASTER PREPAREDNESS

### SCANS

- Basic Skills
- Thinking Skills
- Competencies:
  - Resources
  - Interpersonal
  - Information
  - Systems

### HOME ECONOMICS

- Prepare the home for potential disaster
  - Food
  - Water
  - Alternate heating source
  - First aid supplies, skills
- Field trip to grocery store
- EMS person speak on first aid

### ENGLISH

- Research local weather trends
- Develop and prepare disaster plan
- List emergency plan steps on poster

### SCIENCE

- Discuss recent disaster in area
- Understand emergency precautions after a disaster

### SOCIAL STUDIES

- List and describe services of agencies available to assist in emergencies
- Devise evacuation routes and suggest appropriate shelters

### MATHEMATICS

- Prepare charts of damage costs
- Estimate costs of repair
- Locate center of disaster on map and identify best "help" centers

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Disaster Preparedness

**COURSE(S):**
Practical Homemaking Skills

**GRADE(S):**
11 - 12

**OBJECTIVE(S):**
7.0 Plan for personal and family security
7.02 Prepare a list of emergency agencies and phone numbers

**CAREER/LIFE CONNECTION:**
Prepare the home for potential disaster so that family will have unspoiled food, non contaminated water, back-up heat source, and emergency first aid supplies and skills
Reinforce SCANS Basic Skills (reading, listening, speaking); Thinking Skills (problem solving); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher and students take field trip to grocery store.
2. Emergency Medical Services personnel speak on first aid.
3. Teacher and students create bulletin board.
4. Groups of students present different phases of disaster preparedness to class.

**METHOD(S) OF EVALUATION:**
Oral reports

**MATERIALS/RESOURCES:**
Textbook: Living Today (Glencoe); chapter 3, "Your Health and Well Being"
Field trip to grocery store
Guest speaker

**Activity Developed by:** **Name(s)**
Jackie Gentry

**School**
PCHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Disaster Preparedness

**COURSE(S):**
Applied Communications I, II

**GRADE(S):**
11, 12

**OBJECTIVE(S):**
3.05 Write directions for or summaries of processes, mechanisms, events, and concepts
7.0 Plan for personal and family security (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Become familiar with and prepare for a possible natural disaster
Reinforce SCANS Basic Skills (reading, writing); Thinking Skills (problem solving); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students research weather trends for their immediate living area.
2. Teacher and students design a chart of the possible disasters that could effect the area and their characteristics.
3. Individuals or groups of students select an emergency plan for coping with one specific disaster (i.e., hurricane preparedness).
4. Individuals or groups of students develop a poster promoting the proper emergency steps to be followed during an impending disaster.

**METHOD(S) OF EVALUATION:**
Production of written emergency plan
Production of emergency actions poster

**MATERIALS/RESOURCES:**
Local weather station materials
Encyclopedias, almanacs
Disaster information
"The Weather Channel"

**Activity Developed by:** **Name(s)**
Richard F. Gaspar

**School**
PCHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Disaster Preparedness

**COURSE(S):**
American Government

**GRADE(S):**
11 - 12

**OBJECTIVE(S):**
6.03 Analyze the capability and effectiveness of the federal government in addressing major foreign and/or domestic problems
7.0 Plan for personal and family security (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Prepare for possible disaster, since hurricane season is a reality in this area
Read and interpret maps
Reinforce SCANS Basic Skills (reading, listening, speaking); Thinking Skills (decision making, problem solving); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher lists and describes agencies (and their services) that assist disaster victims.
2. Students suggest ways that public agencies could help victims.
3. Students receive maps and, in groups, devise the best evacuation routes and suggest appropriate shelters.

**METHOD(S) OF EVALUATION:**
Oral responses
Maps with evacuation routes and shelters

**MATERIALS/RESOURCES:**
List of agencies
Local maps

**Activity Developed by:** **Name(s)**
Dee Boles

**School**
PCHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Disaster Preparedness

**COURSE(S):**
Biology I

**GRADE(S):**
11 - 12

**OBJECTIVE(S):**
1.05 Identify the cause and effect relationships within a problem
7.0 Plan for personal and family security (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Prepare for aftermath of possible disaster such as hurricane or tornado
Reinforce SCANS Basic Skills (listening, speaking); Thinking Skills (problem solving); Competencies (resources, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher and students discuss recent disasters in our area such as Hurricane Andrew, Storm with No Name, tornadoes.
2. Teacher and students discuss procedures to ensure physical and environmental safety after disaster.

**METHOD(S) OF EVALUATION:**
Student participation
Quiz

**MATERIALS/RESOURCES:**
Government prepared information

**Activity Developed by:** **Name(s)**
Tamara Davies

**School**
PCHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Disaster Preparedness

**COURSE(S):**
Applied Mathematics I, II

**GRADE(S):**
11, 12

**OBJECTIVE(S):**
3.1 Read, construct, and interpret tables and graphs (bar, line, and circle)
3.2 Predict additional information about a real-world situation by extending one or more graphs
7.0 Plan for personal and family security (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Determine cost of disaster to the family unit
Reinforce SCANS Basic Skills (mathematics); Thinking Skills (decision making); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**
1. Students prepare charts of damage cost.
2. Students estimate cost of repair.
3. Guest speaker from insurance company speaks to students.
4. Students locate center of disaster on map and identify best "help" centers.

**METHOD(S) OF EVALUATION:**
Charts
Maps
Repair estimates

**MATERIALS/RESOURCES:**
Graphing paper
Data
Price sheets
Insurance ceilings

**Activity Developed by:** **Name(s)**
Douglas Latta

**School**
PCHS

# INTERDISCIPLINARY CONCEPT MODEL

## ORGANIZING THEME:

## FAMILY VACATION

### SCANS

Basic Skills
Thinking Skills
Personal Qualities
Competencies:
  Resources
  Interpersonal
  Information
  Systems
  Technology

### HOME ECONOMICS

Home and travel security
Guest speakers
Videos
Group discussion
Posters about home security while owner is away

### ENGLISH

Research vacation area for demographics and amenities
Write for vacation brochures
Compose an abstract
Create a travel brochure
Oral presentation

### SCIENCE

Identify five plants and five animals from an area
Set up information charts on an area
Draw ecosystem on poster board
Research and build models of organic compounds
Calculate octane using formula

### SOCIAL STUDIES

Chose and research vacation destination
Research history, ethnic groupings, origin, physical geography
Write letters for additional information

### MATHEMATICS

Determine budget
Determine distance traveled and gasoline expenses
Compare car rental companies
Compare air fares

## INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Family Vacation

**COURSE(S):**
Practical Homemaking Skills

**GRADE(S):**
9 - 12

**OBJECTIVE(S):**
7.0 Plan for personal and family security

**CAREER/LIFE CONNECTION:**
Identify security needs at home and on the road when planning a family vacation
Reinforce SCANS Basic Skills (listening, speaking); Thinking Skills (creative thinking, problem solving); Personal Qualities (responsibility, self-management); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students listen to guest speakers on home and travel security.
2. Students watch videos on security.
3. Groups of students discuss ways to be safe and keep the home safe while on vacation.
4. Students make posters about home security while the owner is away.

**METHOD(S) OF EVALUATION:**
Class evaluation of posters

**MATERIALS/RESOURCES:**
Guest speakers: police officer, home security professionals
Teacher-developed materials
Videos
Chamber of Commerce information from numerous vacation spots

**Activity Developed by:** **Name(s)**
Carol Taylor

**School**
RRHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Family Vacation

**COURSE(S):**
English I - IV

**GRADE(S):**
9 - 12

**OBJECTIVE(S):**

4.0 Write papers for a variety of purposes, using all stages of the writing process
3.0 Apply the decision-making process to homemaking activities (Practical Homemaking Skills)
5.0 Plan for, select, and care for personal clothing and accessories (Practical Homemaking Skills)
8.0 Demonstrate computer literacy (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**

Research an area before deciding to take a vacation to avoid major problems and incongruities
Read and understand entertainment costs and opportunities
Reinforce SCANS Basic Skills (reading, writing, speaking, listening); Thinking Skills (creative thinking, decision making, seeing things in the mind's eye); Personal Qualities (responsibility); Competencies (resources, information, technology)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Student selects a vacation area and researches it for demographics and amenities, including typical foods, climate, attractions, prices, lodging, transportation, etc.
2. Student writes for vacation brochures from chamber of commerce in chosen area.
3. Student acquires and evaluates information and rationale for selected vacation area.
4. Student composes an abstract on computer about the area.
5. Student creates a travel brochure on poster board about the selected area.
6. Student presents information to the class.

**METHOD(S) OF EVALUATION:**

Abstract
Travel brochure
Oral presentation

**MATERIALS/RESOURCES:**

Media reference sources
National Geographic and other magazines
Vacation brochures and maps
Computer lab, printer, paper
Art supplies--poster board, glue, scissors, markers, crayons, colored pencils, etc

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Barbara Dukeman | RRHS |
| | Richard Gaspar | PCHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Family Vacation

**COURSE(S):**
American History

**GRADE(S):**
10 - 12

**OBJECTIVE(S):**
10.0 Utilize the appropriate vocabulary, geographical, reference/study, critical thinking and decision-making skills
3.0 Apply the decision-making process to homemaking activities (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Learn to research an area before deciding to take a vacation to avoid major problems and incongruities
Reinforce SCANS Basic Skills (reading, writing); Thinking Skills (decision making); Personal Qualities (sociability); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**
1. Students chose and research a vacation destination.
2. Students research its history, ethnic groupings, origin, and physical geography.
3. Students write letters to the area for additional information.

**METHOD(S) OF EVALUATION:**
Final report on vacation destination

**MATERIALS/RESOURCES:**
Maps and atlases
Encyclopedias
Travel section of newspapers
Travel magazines
Travel agents

**Activity Developed by:** **Name(s)**
Jill Nielsen

**School**
RRHS

## INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Family Vacation

| COURSE(S): | GRADE(S): |
|---|---|
| Biology I | 9 - 12 |
| Chemistry I | 10 - 12 |

**OBJECTIVE(S):**

8.0 Compare nonvascular and vascular plants
9.0 Compare invertebrate and vertebrate animals
11.0 Describe the relationships among individuals, populations, communities and ecosystems
15.02 Describe various energy sources and list advantages and disadvantages of each
3.0 Apply the decision-making process to homemaking activities (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**

Appreciate nature and unique features of an area while on vacation
Decide which gas (octane) would be best for the trip
Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (creative thinking, seeing things in the mind's eye); Personal Qualities (self-management); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students check itinerary and list areas to be covered.
2. Students set up goals to identify five plants and five animals from each area.
3. For each area, students set up chart to list name, habitat, foods, rainfall, predators, etc.
4. Students draw on poster board each sample ecosystem with all its animals and plants in place.
5. Teacher and students discuss organic chemistry as it relates to petroleum.
6. Students build various models of the organic compounds.
7. Students research the various formulas for calculating octane.
8. Guest from gasoline industry and/or AAA speaks to students.

**METHOD(S) OF EVALUATION:**

Chart, poster board
Tests on material researched

**MATERIALS/RESOURCES:**

Poster board, pictures
Media reference materials
CD Rom
ChemCon
Ball and stick models
Guest speaker

| Activity Developed by: | Name(s) | School |
|---|---|---|
| | Jane Goodwin | RHS |
| | Debbie Krause | ZHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Family Vacation

| **COURSE(S):** | **GRADE(S):** |
|---|---|
| Explorations in Mathematics I | 9, 10 |
| Algebra II | 9 - 12 |

**OBJECTIVE(S):**

4.0 Use a variety of mathematical models to solve real-world problems
3.0 Use algebraic and related strategies to solve problems
3.0 Apply the decision-making process to homemaking activities (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**

Plan for a family vacation

Reinforce SCANS Basic Skills (reading, writing, mathematics); Thinking Skills (decision making, problem solving); Personal Qualities (self-management); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students determine budget (hotels, motels, food, travel, expenses) for trip.
2. Students determine distance traveled and gasoline expenses.
3. Students compare car rental companies according to the charges for car rental ($24.50/day and three cents/mile versus $10.00/day and seven cents/mile).
4. Students compare air fares.

**METHOD(S) OF EVALUATION:**

Completed budget
Travel route and miles traveled
Determination of least expensive car rental
Use of R x T = D formula for travel from central area located

**MATERIALS/RESOURCES:**

Travel agents
Travel sections of newspaper, travel magazines
Maps and atlases
Air fare and car rental information

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Jill Nielsen | RRHS |

# INTERDISCIPLINARY CONCEPT MODEL

## ORGANIZING THEME: FOOD PACKAGING LABEL INFORMATION

### SCANS

- Basic Skills
- Thinking Skills
- Personal Qualities
- Competencies:
  - Resources
  - Interpersonal
  - Information
  - Systems

### HOME ECONOMICS

- Food packaging labels
- Nutritional values
- Decision-making
- Guest speaker

### ENGLISH

- Vocabulary
- Business letter for product information
- Advertising, propaganda

### SCIENCE

- Nutritional requirements
- Preservatives, additives
- Comparisons
- Field trip

### SOCIAL STUDIES

- Consumer laws
- Governing agencies
- F.D.A.
- Food sanitation
- Field trip

### MATHEMATICS

- Total daily requirements
- Vitamins, minerals
- Percentages of nutrients

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Food Packaging Label Information

**COURSE(S):**
Practical Homemaking Skills

**GRADE(S):**
11, 12

**OBJECTIVE(S):**
3.03 Apply the decision-making process to consumer choices
4.0 Plan for, prepare, and serve nutritious food

**CAREER/LIFE CONNECTION:**
Read and compare labels to make informed decisions regarding purchasing and preparation of packaged foods
Reinforce SCANS Basic Skills (reading); Thinking Skills (decision making); Competencies (resources, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students bring in a variety of food packaging labels.
2. Students read and compare information from food labels.
3. Guest speaker discusses nutritional value of packaged foods and labeling requirements.

**METHOD(S) OF EVALUATION:**
Reading and interpreting food packaging label information

**MATERIALS/RESOURCES:**
Food packaging labels
Textbook: Skills for Everyday Living (Goodheart-Willcox Company)
Guest speaker

**Activity Developed by:** **Name(s)**
Mary Sawyer

**School**
RHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Food Packaging Label Information

**COURSE(S):**
Applied Communications I, II

**GRADE(S):**
11, 12

**OBJECTIVE(S):**
1.02 Read and interpret data presented in tables, graphs, charts, maps
3.04 Compose logical and understandable reports, letters, memos, and short notes
4.0 Plan for, prepare, and serve nutritious food (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Learn methods of acquiring additional information about ingredients in packaged food
Reinforce SCANS Basic Skills (writing); Thinking Skills (knowing how to learn); Personal Qualities (responsibility); Competencies (interpersonal, information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Using random card drawing, teacher divides students into groups of five.
2. Students discuss favorite foods and nutritional value of different foods.
3. Groups choose a category (drinks, snacks, fruits, vegetables, entrees) and a specific packaged food.
4. Students write a business letter to obtain additional information regarding the product.

**METHOD(S) OF EVALUATION:**
Business letter

**MATERIALS/RESOURCES:**
Food packaging labels
Computers
Word processing software

**Activity Developed by:** **Name(s)**
Gladys Pigman

**School**
RHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Food Packaging Label Information

**COURSE(S):**
American Government

**GRADE(S):**
11, 12

**OBJECTIVE(S):**

1.01 Define government as the political organization through which public policy is made and enforced

4.04 Identify sanitation rules in the preparation and storage of food (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Understand government involvement in food sanitation
Reinforce SCANS Basic Skills (reading, writing, listening); Competencies (information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher and students go on field trip to local grocery store or restaurant; manager speaks with students about government regulations in food sanitation.
2. Teacher and students acquire and evaluate materials regarding F.D.A. regulations.
3. Teacher and students discuss reasons for government involvement in food sanitation.

**METHOD(S) OF EVALUATION:**
Large and small group discussion
Worksheets

**MATERIALS/RESOURCES:**
Grocery store/restaurant and personnel
Food package labels
F.D.A. materials/literature
American Government textbook

**Activity Developed by:** **Name(s)**
Rob Ciaravino

**School**
RHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Food Packaging Label Information

**COURSE(S):**
Biology I

**GRADE(S):**
11, 12

**OBJECTIVE(S):**
2.01 Recognize the differences among elements, mixtures, and compounds
3.03 Apply the decision-making process to consumer choices (Practical Homemaking Skills)
4.0 Plan for, prepare, and serve nutritious food (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Plan menus which meet certain requirements
Understand the dangers of certain elements and learn to make good decisions by reading labels
Reinforce SCANS Basic Skills (reading, arithmetic); Thinking Skills (decision making); Personal Qualities (self-management); Competencies (information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students develop menus with certain nutritional goals (i.e., calories, fat, etc.)
2. Students list foods which accomplish above goals.
3. Students list additives and do research on chemicals in additives.
4. Students compare sodium levels, vitamins, minerals, etc.
5. Students research artificial sweeteners.
6. Teacher and students take field trip to grocery store or food processing plant.

**METHOD(S) OF EVALUATION:**
Chart to explain all food types

**MATERIALS/RESOURCES:**
Food labels
Films, videos on consumer choices

**Activity Developed by:** **Name(s)**
Jane Goodwin

**School**
RHS

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Food Packaging Label Information

**COURSE(S):**
Applied Mathematics I

**GRADE(S):**
11, 12

**OBJECTIVE(S):**
1.3 Compute solutions to real-world problems involving rational numbers and percents, using calculators when appropriate
4.0 Plan for, prepare, and serve nutritious food (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Understand nutritional value of packaged foods
Determine percentage met of daily vitamin and mineral requirement
Reinforce SCANS Basic Skills (reading, mathematics); Competencies (information)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students read labels of three of their favorite foods to determine the nutritional value of each.
2. Students evaluate the vitamins, minerals, etc., in percent requirements.
3. Students calculate the percentages of the total daily requirement of the vitamins, minerals, etc., in their foods.

**METHOD(S) OF EVALUATION:**
Written evaluation of products

**MATERIALS/RESOURCES:**
Food labels

| Activity Developed by: | Name(s) | School |
|---|---|---|
| | Kathleen Butler | RHS |

# INTERDISCIPLINARY CONCEPT MODEL

## ORGANIZING THEME:

## HEALTHY EATING WEEK

### SCANS

- Basic Skills
- Thinking Skills
- Personal Qualities
- Competencies:
  - Resources
  - Information
  - Systems
  - Technology

### HOME ECONOMICS

- Computer analysis of personal diet
- Diet evaluation
- Fat in the diet

### ENGLISH

- Eating habits of characters in The Odyssey
- Analysis of characters' diet
- Healthy alternative diet
- Oral presentation

### SCIENCE

- Lab: identifying organic compounds in foods
- Data sheet

### SOCIAL STUDIES

### MATHEMATICS

- Adjusting recipes
- Determining fat in personal diet
- Evaluating food items for their percentage of fat

## INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Healthy Eating Week

**COURSE(S):**
Practical Homemaking Skills

**GRADE(S):**
9

**OBJECTIVE(S):**
4.0 Plan for, prepare, and serve nutritious food

**CAREER/LIFE CONNECTION:**
Learn about healthy eating habits and how to analyze personal diet for healthy patterns
Reinforce SCANS Basic Skills (reading, listening); Thinking Skills (reasoning); Personal Qualities (self-management); Competencies (resources, information, systems, technology)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher and students review Food Pyramid from USDA.
2. Teacher and students discuss the pyramid sections and food choices within each.
3. Students use computer programs to analyze personal diet and make choices regarding changes in diet.
4. Students read "Eat Smart" and summarize results on "Diet Evaluation" (attached).
5. Teacher and students discuss functions of fat in diet and food choices low in fat.

**METHOD(S) OF EVALUATION:**
Diet Evaluation

**MATERIALS/RESOURCES:**
"Eat Smart" and "Diet Evaluation" (pages 62 and 69 from the Home Economics Curriculum Activities Kit by Margaret F. Campbell, 1990)
USDA Food Pyramid
"Eating Today" NET Program, Florida State University (The Department of Education Department of Nutrition, Food and Movement Sciences, Tallahassee)
Video: "The New Food Guide Pyramid" (Educational Video Network, Inc., 1993)

**Activity Developed by:** **Name(s)**
Carol Taylor

**School**
RRHS

**Name** ______________________________ **Date** ________________

# EAT SMART

You are now in one of the most critical growing periods of your life. Not since you were a toddler has your body grown as fast as it is now. You are undergoing more mental and physical changes than you will at any other time in your life. If this isn't enough, you also have to contend with the emotional stresses of adolescence!

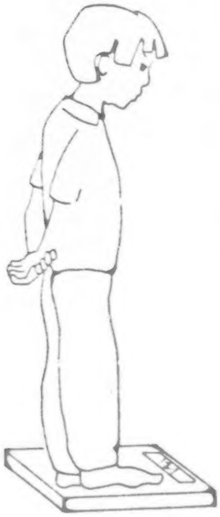
Now is a time in your life when you must treat nutrition as a top priority. If you don't, you may pay a penalty in poor health the rest of your life. Do yourself a favor and vow you will not take nutritional shortcuts.

You and your friends all share some common goals. Among these are the desire to have plenty of energy, to be healthy and happy, and to be well-liked and attractive. Believe it! These things are possible for nearly every teenager. If you eat well-balanced meals each day, including foods from the basic four, include moderate exercise in your daily routine, and get sufficient rest and relaxation, you will be on top of the world!

Don't kid yourself about doing it later. The routine you establish now will stick with you for a lifetime. Now is when your body is growing, so NOW is when good living habits are most important. Your body is having enough trouble without you giving it a bunch of grief by not eating properly, by being a "couch potato," and by staying up all night.

Granted, you live a hectic life. But, a little planning will help you over the worst times. Some cardinal rules to follow: Avoid skipping meals or taking just a few bites on the run. Eat slowly. Did you know that if you do not adhere to these rules, you run the risk of overeating? If you eat slowly, your blood sugar level rises and your appetite is satisfied without a second helping.

It is important that you allow time for three meals a day. Skimping on one or two meals and then eating more at the remaining meal is not healthy. Such a procedure leads to weight and energy problems.



This is an especially important time in your life to watch your weight. You will find your weight varies from day to day and even from hour to hour. It is important you establish a routine for weighing in. For example, make sure you weigh yourself at the same time each week, dressed approximately the same. Do this for four weeks and find the average. This will be your normal weight. Once that is established, you can keep track of gains and losses by always making sure you weigh yourself under the same conditions.

You also need to know some other rules. If you are overweight, learn to take smaller helpings and to refuse seconds. Force yourself to eat slowly. Use less salt (or no salt) on your food. Salt causes your body to retain fluids, thus forcing your weight up. Too much salt is also related to heart disease.

Liquids are an important part of your dietary routine. At least four glasses of water per day in addition to milk and juices will be just fine. Don't skimp on the water. It is important because it contains important minerals needed by your body.

No one said growing up was easy! Do yourself a favor. Lay your personal foundation for good health and ideal weight by forming good eating and living habits. If you want to lead a long, healthy, happy, productive life—the time to start is NOW!

Title: HOME ECONOMICS CURRICULUM ACTIVITIES KIT
By: Margaret F. Campbell
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**Name** ______________________________ **Date** ________________

# DIET EVALUATION

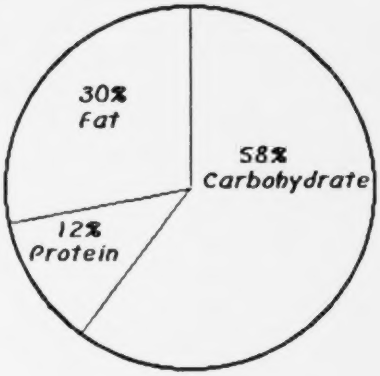
1. Did your diet measure up? ______________________________

2. What, if anything, do you need to eat less of? ______________________________

3. What, if anything, do you need to add to your diet? ______________________________

4. What percentage of your food intake came from:
   a. protein? __________ %
   b. carbohydrates? __________ %
   c. fat? __________ %

5. How does your percentage compare with the U.S. government's recommendations shown in the circle graph below?
   a. protein (+ or −) __________
   b. carbohydrates (+ or −) __________
   c. fat (+ or −) __________



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By: Margaret F. Campbell
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# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Healthy Eating Week

**COURSE(S):**
English I, English I Honors

**GRADE(S):**
9

**OBJECTIVE(S):**
1.0 Use literal, inferential, and critical comprehension reading skills
6.0 Make formal and informal oral presentations
4.0 Plan for, prepare, and serve nutritious food (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Analyze and correct bad eating habits that would lead to high cholesterol, hypertension, and other health problems
Reinforce SCANS Basic Skills (reading, writing, mathematics, listening, speaking); Thinking Skills (reasoning); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. While reading The Odyssey by Homer, students record on a chart what is being eaten and by whom.
2. Students analyze the percentage of fat, calories, protein, etc., from the given foods.
3. Students provide a healthy alternative menu for the characters based on the setting of the play, as well as incorporating the effects of exercise.
4. Students make a chart comparing the two menus.
5. Students orally present results to class.

**METHOD(S) OF EVALUATION:**
Written chart comparing two menus
Oral presentation of results

**MATERIALS/RESOURCES:**
The Odyssey (Adventures in Reading, Pegasus Edition, Harcourt Brace Jovanovich, 1989)
Chart for figuring food composition

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Barbara Dukeman | RRHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Healthy Eating Week

| COURSE(S): | GRADE(S): |
|---|---|
| Biology I | 9 |
| Chemistry | 9 |

**OBJECTIVE(S):**
1.06 Solve a problem through interpretation of data
1.07 Practice accepted safety procedures in manipulating laboratory equipment and materials
2.02 Classify matter on the basis of chemical and physical properties
4.0 Plan for, prepare, and serve nutritious food (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Develop awareness of starches, simple sugar, proteins, and fats in foods
Reinforce SCANS Basic Skills (reading, writing); Thinking Skills (reasoning); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. In lab groups, students test food items to identify organic compounds (attached investigation: "How are organic compounds identified?").
2. Students chart results on attached data sheet.

**METHOD(S) OF EVALUATION:**
Data Sheets

**MATERIALS/RESOURCES:**
Lab #51 from Biology, The Living World (Prentice Hall)

**Activity Developed by:** **Name(s)** Charisse Cosgray **School** RRHS

## How are organic compounds identified?

### Prelab: Iodine test for starch.

**Materials**: four test tubes, test tube rack, distilled water, water bottle, Potassium iodide solution, marking pencil, goggles, apron, three types of ground food, dropper

**Precautions**:
1. Wear protective clothing for the duration of the experiment.
2. Use extreme caution when using iodine to avoid staining skin or clothes
3. Dispose of wastes properly

**Overview**:
Potassium iodide is an indicator for starch. A color change of an indicator is usually a positive test for the presence of a particular compound. You are testing your foods for the presence of starch. If the solution changes from yellow-brown to blue-black, then the test is positive for starch.

### Investigation Part A: Benedict's test for simple sugar.

**Materials**: four test tubes, test tube rack, Benedict's solution, three food types (ground), distilled water, water bottle, goggles, apron, marking pencil, heat source for hot water bath, test tube holder, dropper

**Precautions**:
1. Wear safety garments for the duration of this part.
2. Use caution when handling Benedict's solution as to not stain yourself
3. Use caution when working with hot water so that it does not splash
4. Do not touch hot test tubes. Use a test tube holder to remove the tube from the hot water bath.

**Overview**:
Benedict's solution is also an indicator for the presence of starch. The color change that will indicate a positive test is from blue to yellow, green, orange, or red.

## Investigation Part B: Biuret Reagent test for proteins.

**Materials**: five test tubes, test tube rack, distilled water, water bottle, dropper, four types ground food, Biuret's reagent, marking pencil

**Precautions**:
1. Wear safety attire throughout the investigation.
2. Biuret contains sodium hydroxide, a strong base. If you splash any reagent on you, wash it off immediately with water and call the teacher for assistance.
3. Dispose of waste properly.

**Overview**:
Biuret's reagent will show a color change from yellow to blue-violet in the presence of protein.

## Investigation Part C: Sudan Black test for lipids (fats).

**Materials**: four test tubes, test tube rack, distilled water, water bottle, dropper, three ground food types, Sudan Black, marking pencil

**Precautions**:
1. Wear proper safety attire.
2. Use extreme caution when handling Sudan Black as to not stain yourself or your clothes.
3. Dispose of wastes properly.

***CLEAN UP LAB STATION COMPLETELY.**
1. POUR REMAINING FOOD SOLUTIONS INTO CONTAINER, NOT THE SINK!
2. WASH EACH TEST TUBE AND STAND IT UPSIDE DOWN.
3. WIPE OFF COUNTER.

|  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|
| Tube | Food | Water | Color | Iodine | Color | Starch (yes/no) |  |  |
| #1 | none | 1 ml |  | 5 drops |  |  |  |  |
| #2 | given | 1 ml |  | 5 drops |  |  |  |  |
| #3 |  | 1 ml |  | 5 drops |  |  |  |  |
| #4 |  | 1 ml |  | 5 drops |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Tube | Food | Water | Color | Benedict's | Color | Heat | Color | Sugar (yes/no) |
| #1 | none | 1 ml |  | 20 drops |  | 5 min |  |  |
| #2 | given | 1 ml |  | 20 drops |  | 5 min |  |  |
| #3 |  | 1 ml |  | 20 drops |  | 5 min |  |  |
| #4 |  | 1 ml |  | 20 drops |  | 5 min |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Tube | Food | Water | Color | Biuret's | Color | Protein (y/n) |  |  |
| #1 | none | 1 ml |  | 5 drops |  |  |  |  |
| #2 | given | 1 ml |  | 5 drops |  |  |  |  |
| #3 |  | 1 ml |  | 5 drops |  |  |  |  |
| #4 |  | 1 ml |  | 5 drops |  |  |  |  |
| #5 |  | 1 ml |  | 5 drops |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Tube | Food | Water | Color | Sudan Blk | Color | Lipids (y/n) |  |  |
| #1 | none | 2 ml |  | 5 drops |  |  |  |  |
| #2 | given | 2 ml |  | 5 drops |  |  |  |  |
| #3 |  | 2 ml |  | 5 drops |  |  |  |  |
| #4 |  | 2 ml |  | 5 drops |  |  |  |  |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Healthy Eating Week

| **COURSE(S):** | **GRADE(S):** |
|---|---|
| Explorations in Mathematics I | 9 |
| Algebra I | 9 |

**OBJECTIVE(S):**
1.02 Develop an understanding of ratio, proportion, and percent
3.0 Use algebraic and related strategies to solve problems
4.0 Plan for, prepare, and serve nutritious food (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**
Develop healthy eating habits
Reinforce SCANS Basic Skills (reading, mathematics); Thinking Skills (decision making, problem solving); Personal Qualities (self-management); Competencies (resources, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students adjust a recipe by decreasing and then increasing the number of servings.
2. Students determine number of calories eaten in one day.
3. Teacher presents information on maximum recommended percentage of diet to be consumed in fat (30%).
4. Students analyze personal food consumption to determine percentage of fat in one day's diet.
5. Students evaluate food item for number of calories in fat and the percentage of fat calories in the food item. (example: There are nine calories per gram of fat; four calories per gram of carbohydrates and protein. If there are four grams of fat in the item with 200 calories, does it fall within the fat guidelines?)

**METHOD(S) OF EVALUATION:**
Personal analysis of fat consumption in daily diet

**MATERIALS/RESOURCES:**
MAPS Plus (Florida State University, 1992)
UCSMP Algebra (University of Chicago School Mathematics Project. Scott Foresman, 1990)
Fat guidelines from home economics

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Jill Nielsen | RRHS |

# INTERDISCIPLINARY CONCEPT MODEL

**ORGANIZING THEME:**

**RECYCLING**

## SCANS

- Basic Skills
- Thinking Skills
- Personal Qualities
- Competencies:
  - Resources
  - Interpersonal
  - Information
  - Systems

## HOME ECONOMICS

- Recycling in the home
- Decision making model
- “Enviroshopper”
- Comparing purchased packages with home made
- Write letters
- Set up recycling bins

## ENGLISH

- Research
- Letters, calls to local agencies
- Recycling campaign

## SCIENCE

- Renewable/nonrenewable resources
- Metal or nonmetal?
- Recovery of aluminum
- Effects of landfills
- Statue of Liberty project
- Recycling drive

## SOCIAL STUDIES

- History of recycling
- Future trends, predictions
- Community-based recycling program

## MATHEMATICS

- Graphs
- Statistics

## INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Recycling

**COURSE(S):**
Practical Homemaking Skills

**GRADE(S):**
10 - 12

**OBJECTIVE(S):**
3.03 Apply the decision-making process to consumer choices
3.04 Apply individual and family decision making process to consumer choices

**CAREER/LIFE CONNECTION:**
Apply problem solving model to make wise consumer decisions in the home regarding the environment
Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (decision making, problem solving); Personal Qualities (responsibility); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Students study the effects of recycling and not recycling on the environment.
2. County Home Economist speaks to students about recycling in the home.
3. Teacher and students take field trip to recycling plant.
4. Students complete the cooperative learning activity "I want to be…an 'Enviroshopper,'" which involves the decision making process and role playing activities.
5. Students write letters to local businesses asking for help in setting up more recycling.

**METHOD(S) OF EVALUATION:**
Decision making models
Role playing in class
Recycling bins set up

**MATERIALS/RESOURCES:**
CD Rom encyclopedia for research
Guest speaker
Field trip
Crisp, (Betsy) Mary E., C.H.E., L.D., Extension Agent II, Home Economics, "I want to be…an 'Enviroshopper.'" Home Economics Newsletter, Pasco County Extension Service, Second Quarter 1994
The University of Florida Institute of Food and Agricultural Sciences supplemental resources (attached)

**Activity Developed by:** **Name(s)** Linda Martin **School** ZHS

Practical Homemaking Skills: 03.03 - 03.04 Apply the decision making process to consumer choices. Apply individual and family decision making process to consumer choices.

# I WANT TO BE . . .
# AN "ENVIROSHOPPER"

1. Form cooperative learning groups.
2. Review the decision-making process and the FIVE R's of Enviroshopping
3. Select a Consumer Decision Scenario from the following. Using the decision-making steps, come to a responsible decision on what your group thinks to be appropriate to help save the environment.
4. Role play the scenario in class.

# BECOMING AN "ENVIROSHOPPER"

**REDUCE** the amount of packaging you buy and throw away.

**RE-USE** as many things as possible, giving them at least a second life.

**RECYCLE** aluminum, bi-metal cans, glass, news/office paper, and plastics (#1 & #2) whenever possible.

**REJECT** packaging that is overdone/unnecessary. (Look for and buy recycled or recyclable products and packaging.)

**RESPOND** to producers and retailers to let them know how you feel.

Pasco County Extension Service, *Home Economics Newsletter*
Second Quarter 1994, (Betsy) Mary E. Crisp, C.H.E., L.D.
Extension Agent II - Home Economics

# RESPONSIBLE DECISION-MAKING

After studying about the environment and the need to recycle, you and your family go out for lunch. Your younger brother won't eat except at FAST FOOD places. You see food on the trays of others being *TRASHED*. Are you *TRASHING* any of your leftovers? Apply the problem-solving approach and the criteria for responsible decision making to this situation.

1. Identify the problem.

2. Identify ways to deal with the problem.

3. Apply the five criteria for responsible decision-making to each alternative.

4. Select the most responsible decision.

5. Evaluate the results of your decision.

# RESPONSIBLE DECISION-MAKING

After studying about the environment and the need to recycle, you and your family go out for lunch. Your Father won't eat except at a nice, sit down restaurant with cloth napkins and table linens. You are concerned about the amount of food left on the plates by some of the people. Apply the problem-solving approach and the criteria for responsible decision making to this situation.

1. Identify the problem.

2. Identify ways to deal with the problem.

3. Apply the five criteria for responsible decision-making to each alternative.

4. Select the most responsible decision.

5. Evaluate the results of your decision.

# RESPONSIBLE DECISION-MAKING

After studying about the environment and the need to recycle, you and your family want to go out for lunch, but your Mother wants to prepare a home cooked meal. You evaluate the amount of waste as you observe her preparing the meal. Apply the problem solving approach and the criteria for responsible decision making to this situation.

1. Identify the problem.

2. Identify ways to deal with the problem.

3. Apply the five criteria for responsible decision-making to each alternative.

4. Select the most responsible decision.

5. Evaluate the results of your decision.

June 1991

HE 3158

*Compliments of:*
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# Enviroshopping: Buy smarter

**Marie S. Hammer and Joan G. Papadi***

LAUNDRY
CONCENTRATE
SODA
SODA
SODA
SODA
Juice

Florida Cooperative Extension Service
Institute of Food and Agricultural Sciences
University of Florida
John T. Woeste, dean

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*Marie S. Hammer, Associate Professor, Extension Home Environment Specialist, and Joan G. Papadi, Waste Management Assistant, Florida Cooperative Extension Service, Institute of Food and Agricultural Sciences, University of Florida, Gainesville, 32611. Printed 6/91.

Each week, a ritual called "taking out the garbage" is repeated in nearly every household. In neatly tied-up trash bags are the unwanted fragments of our daily lives. Once deposited at curbside or in a dumpster, the garbage (technically called solid waste) is picked up, hauled to a landfill for disposal and forgotten by those who generated it.

Floridians throw away about 8 pounds of garbage per person each day, double the national average. The Florida rate is increased somewhat by the trash from our visitors (35 million a year) and an active construction industry which generates a large amount of debris.

All this garbage is "Here Today....Here Tomorrow." We must be responsible not only for what we consume, but also for what we dispose. What we dispose of wastes energy and materials and can release pollutants into the environment.

The environmental impact of trash begins long before it becomes trash. It starts with the mining or extraction of raw materials, and continues when the raw materials are transported to the factory. When the products are manufactured, stored, and transported to the retail store, pollution can occur. Each incident of pollution may be small, but added together they contribute to the pollution problems that are of so much concern today. By reducing the amount of waste you produce, you save energy and reduce pollution.

## Packaging with a purpose

There are a number of ways to tackle the problem of garbage. One way starts with you and the products you buy. You can shop with the environment in mind. Try to buy products that:

- make the best use of energy resources;
- don't pollute our air and water;
- are reusable or recyclable;
- are made from plentiful resources or from recycled material;
- use a minimum of materials in design and packaging.

When you shop for products like these, you are "Enviroshopping."

### Packaging: Convenience in plastic and paper

Thirty percent of our household waste is packaging. Most of what we buy was wrapped in a package at some time on its way from producer to consumer. Much of it is in several layers of packaging. Is all of that really necessary?

Packaging is an essential part of our marketing and distribution systems. It performs several functions:

- Protects food from light, heat, oxygen, natural contamination, tampering.
- Preserves food and prevents food waste.
- Protects consumer goods from being crushed, soiled, or shoplifted.
- Protects children from ingesting drugs and hazardous chemicals.
- Informs consumers of proper use, storage, features, and warranty.
- Allows for easier warehousing, transportation, distribution. Can be handled with large scale mechanical equipment.

Many packages are designed to provide an extra measure of convenience to the consumer. Some packages are ready-to-eat, single serving, disposable, or microwavable.

Packaging is sometimes used to give an extra boost to sales. Multipacks encourage quantity purchases. The eye appeal of packaging draws shoppers away from the competition. Larger packages use more shelf space and attract shopper's attention.

Most packaging uses materials very efficiently, minimizing the energy of production, transportation, and materials cost. The packaging industry continues to refine and improve products. Some improvements allow for thinner, lighter-weight materials that reduce the energy and materials costs, and reduce the amount of garbage going to the landfill. Some improvements make the product more convenient to use, or improve the safety or shelf-life of products.

## Packaging choices

Some packaging, however, is excessive. Excessive packaging wastes energy and valuable materials, and contributes to the waste disposal problem. Sometimes when improvements are made for convenience sake or to increase shelf-life, the packages produced use more materials, or are more difficult or impossible to re-use or recycle.

Many products are available in a wide choice of packaging options. Juice, for example, can be purchased in cans, bottles, jars, cartons, or single-serve juice boxes. It comes either shelf-stable, refrigerated, or as frozen concentrate. You as a consumer have the choice.

Family Size
Juice
100

Many products come in a variety of sizes.

When you shop, choose the type of packaging that has the least environmental impact in terms of energy use, amount of materials used, and recyclability.

The amount of packaging going into the waste stream can be reduced significantly. Your participation will be a positive contribution to the solution of an important problem. You can improve the quality of life for yourself and our society by adopting environmentally appropriate behavior. It's up to you.

You may think your part won't be enough to matter. Your garbage by itself is not a problem. But when you add it to the garbage of your neighbors, your town, your county, the whole state, then the problem has grown to huge proportions.

## The five "R's"

So do your part. BE AN ENVIROSHOPPER! Follow the five "R's" of Enviroshopping:

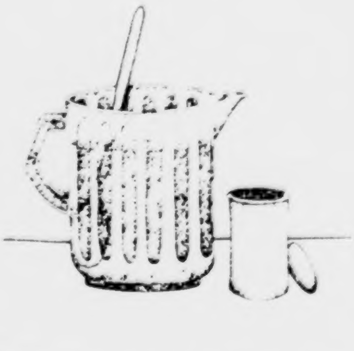
- REDUCE the amount of packaging you buy and throw away.
- RE-USE.
- RECYCLE whenever possible.
- REJECT packaging that is unsatisfactory.
- RESPOND to producers and retailers to let them know how you feel.

## Reduce packaging

Reduce your garbage before you buy it — PRECYCLE! Pre-cycling is the most important thing you can do toward solving the waste management problem. If you never buy it and bring it into your home in the first place, then you don't have to "manage" it. You don't have to figure out if it can be reused or recycled. You don't have to dispose of it.

Here are some examples of pre-cycling strategy:

- Begin your Enviroshopping before you go to the store. Take your grocery bags back to the store to keep from having to get new ones every time.
- Take your own shopping bag for small purchases.
- Look for packages that use the least amount of material. Avoid those that use several layers when one would do.
- Buy products in the largest quantity possible in one package. One large jug of cleaner uses less packaging material per ounce than several small bottles. Refill a smaller spray bottle or dispenser from a large jug.
- When it comes to large containers of food, be sure you don't buy more than you can use up before it spoils.
- Look for products with re-usable dishes, rather than throw-aways.
- Whenever they are available, buy concentrated products then dilute them at home in a larger re-usable container.



Buy concentrates: make juice at home.

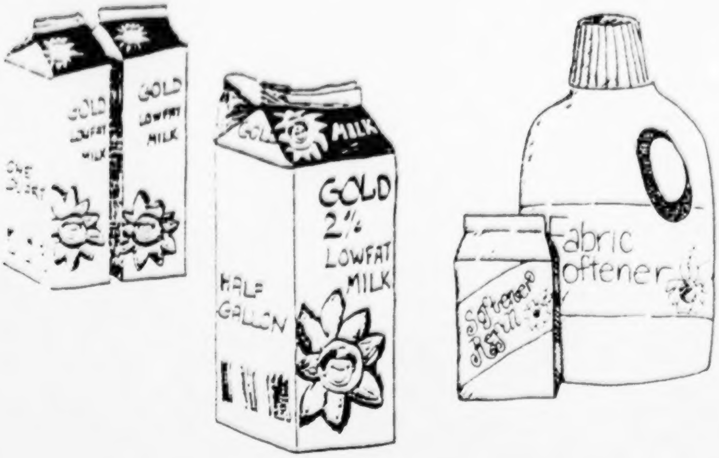
- Fresh fruits and vegetables are available unpackaged or packed in trays with a plastic film. Loose produce may become bruised from handling, but you can select just the pieces you want. This uses less packaging.
- "Fast food" restaurants produce a large volume of trash since most of their serving materials are throw-aways. Encourage them to use recycled materials, and to recycle their wastes, or prepare your own food at home. Eat in the restaurant when you can to save the extra pieces of packaging from the drive-thru.

**Pre-cycling Saves Energy.** Pre-cycling does make a difference. Compare the packaging material in two quart containers and in one half-gallon container. The two quarts use more packaging than the one half-gallon container. If 70 million American households bought a half-gallon container of milk a week instead of two quarts, they would reduce paper discards by 41.6 million pounds and plastic discards by 5.7 million pounds a year. This would save $145.6 million in packaging and more than 1 trillion BTU of energy — enough to heat and cool 7,500 households for an entire year.

**Be an Enviroshopper.** Think carefully about the convenience of a product compared to its environmental impact. Sometimes you may need to buy an item with more packaging to get just the product you need. Often, however, you can do without the little bit of convenience. You'll save energy, conserve resources, reduce pollution, and possibly save money too.

## Reuse packaging

Packaging comes in many forms. There is an endless variety of cardboard boxes, metal tins, plastic jars, glass jugs. There are bowls, boxes, tubes, trays, tubs, and jugs.



Buy products in the largest size possible, or buy refills and add liquid.

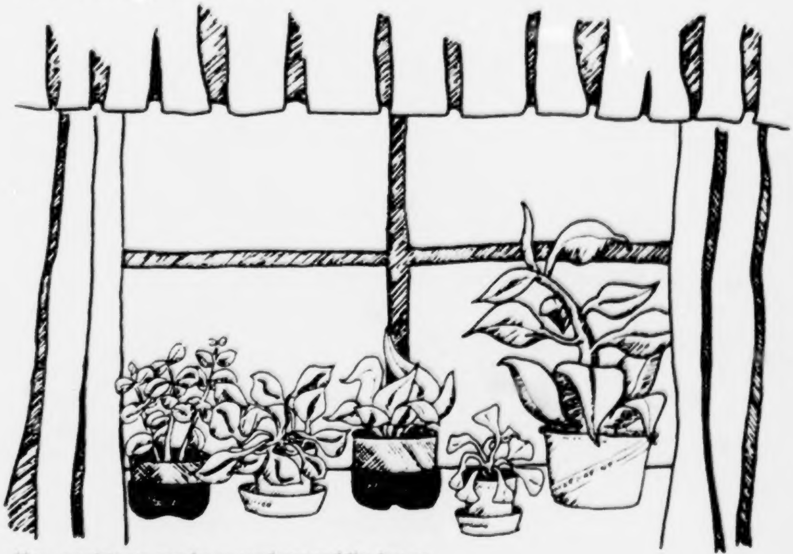
Packages are compartmented, round and square, plain and fancy, with lids, sprayers, snaps, flaps, seals, and drawstrings. Their uses are as varied as your creativity and determination to make use of these high quality materials. Here are some examples.

- Use divided cookie trays as desk drawer organizers.
- Cut a small plastic container in half lengthwise to make a flour scoop.
- Punch holes in the bottom of a round container to make a flower pot.
- Cover an old wooden box with fabric, add a cushion to the top, and you have a new stool to sit on.
- Polystyrene vegetable trays are good for artists of all ages to mix paints in.
- Drawstring mesh citrus bags make good laundry bags. Use only for children old enough to handle the string safely.
- Cover cans with old fabric, wallpaper, and wrapping paper. Use them to support a pretty board on your desk or kitchen counter to add shelf space, or fill with goodies for holiday giving.
- Frozen and microwavable convenience foods often come with their own dish. Re-use these dishes for making your own convenience meals.
- Many types of containers are in demand at schools, child care centers, and senior centers, where they provide resources for the creativity of young and old. Call your local agencies to see what they need.

And of course packages of all kinds can be used for storage. Packages can store items in the shop or garage, the sewing room, the kitchen, the playroom, the bathroom, the office, and the trunk of your car, just to name a few. Packaging is a resource you pay for with every purchase. Think creatively to use and reuse it whenever you can.

## Recycle packaging

Many valuable items don't need to become waste. State law requires Florida's municipalities to reduce our solid waste through recycling. What kinds of packages can you recycle? Aluminum and glass are recyclable. Some paper and some plastic containers can be recycled. Steel or "tin" cans are recyclable. They all are easier to recycle when they are single material packages, rather than a mixture of two or more in one package.



Many containers can be reused around the house.

For example, aluminum is 100 percent recyclable. A pound of aluminum that is recycled will yield a pound of "new" aluminum. But some types of packaging are made from several layers of plastic, paper, and aluminum. This aluminum cannot be separated easily, if at all, and so is lost for future use.

Many food packages are made from recycled glass, aluminum, and paper products. Recycled plastic, however, cannot be used for packaging food. Plastic food containers are made of new plastic, as the Food and Drug Administration has not approved recycled plastic for use in food containers.

## Recycle packaging material

**Recycling glass.** Glass is easily recyclable and saves up to 25 percent of the energy compared to making glass from new materials. However, glass is rarely made from 100 percent recycled glass, so the energy savings is usually less than 25 percent. Recycled glass containers can be used for packaging food, and in fact, glass containers can be refilled without recycling. Refilling is the most energy efficient use of glass containers.

**Recycling cardboard and paper.** Recycled cardboard and paper are used to make your grey colored cereal boxes and many other cartons. Recycling paper saves from 24 to 54 percent of the energy for paper manufacturing.

**Recycling steel.** Steel is easy to recycle because it can be magnetically separated from other materials. In 1989, only about 15 percent of steel food and beverage cans were recycled. To make steel from scrap takes about half as much energy as making it from its traditional raw materials — coal, iron ore, and limestone.

**Recycling aluminum**. The aluminum cans you buy your beverages in were most likely cans before. More than 54 percent of all aluminum beverage cans were recycled in 1988. They are typically recycled back into beverage cans. It's possible for an aluminum can to move from the retailer's shelf, to your home, into the recycling process and back to the store shelf in as little as six weeks. And, it can be recycled over and over again. An aluminum can you buy 20 years from now could contain some of the aluminum you recycled today!

recyclable

Producing new metal from used aluminum saves 95 percent of the energy needed to produce aluminum from ore. Recycling one 12-ounce aluminum can saves the equivalent of half of that same can (6 ounces) of gasoline.

**Recycling plastic**. Some types of plastic are currently recycled in large amounts. Polyethylene terephthalate (PET) is used for making the liter-size soft-drink bottle. It is recycled into such items as ski jackets, carpets, and geotechnical materials like erosion control mesh.

HDPE, or high density polyethylene, is used for the gallon-size milk jug, and is recycled into new containers for non-food items, such as dish detergent or other cleaners.

**New Technology**. The technology for recycling other types of plastic is still being developed. We also need to develop the infrastructure for collecting, sorting, and processing the plastics into new, useful products.

Plastics of different resin types cannot be recycled together without producing a different type of plastic. To get the same type of plastic after recycling, they need to be sorted by resin type. If the plastics can be separated, as in the two piece liter-size soft drink bottles, they can be recycled, but separation adds to the cost of recycling. Some recyclers can take a mixture of all types of plastic, to produce park benches, fence posts, parking stops, and waterproof "lumber" for piers.

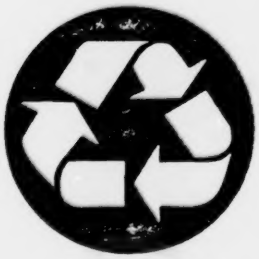
Sometimes it is difficult to tell different plastic types apart. For this reason, the plastic producers have begun to code the containers they make with a number indicating the type of plastic resin used to make the container.

At present it may not be practical to recycle certain types of plastic. For recycling to work, there needs to be a well-functioning, economically feasible, recycling system to convert a particular material into another marketable product.

**Closing the Loop**. You have a double role in recycling. You provide the raw materials from your trash and you need to buy the recycled material after it is made into something new.

Recycling has no end. It progresses in a loop — purchase, use, recycle, reformulate, and resale. It is up to you, as an Enviroshopper, to buy recycled materials whenever you can. Look for the recycled symbol on packages you buy.

Until large-scale markets are developed, recycled materials may cost more than new. But every time you buy a recycled product, you help to increase the market and bring down the cost. When you buy recycled material, you maintain the demand for your empty containers and worn out goods. Do your part to help "close the loop" of recycling.



Recycling is important. It makes good sense to reduce the environmental pollution from energy use and manufacturing, and to extend our resources. But recycling is only a part of a complete waste management strategy. Remember the first two "R's" — Reduce and Reuse. As important as recycling is, it will have far less impact than reducing and reusing.

## Reject packaging

When you avoid buying items that are wasteful, environmentally harmful, or of poor quality, you reject those items in favor of those that can be reduced, reused and recycled. The products you buy will determine which companies stay in business, so they pay close attention to your shopping habits.

Your pocketbook is a valuable tool. As an Enviroshopper, you can use it to encourage the kind of packaging that fulfills its necessary functions without excess, and with the least effect on the environment.

## Respond

Your preferences are important to stores and manufacturers who want to keep you buying their products and shopping in their stores. Tell them what you like and what you don't!

Use consumer hotlines. Explain the need for Enviroshopping and why you support it.

Let store managers and manufacturers who are making good environmental choices in their products and packaging know that you recognize and appreciate their effort. You will find the company address on the package of most products.

Make suggestions to stores to eliminate pre-packaging of produce. Suggest that they stock refills, and offer larger quantities and sizes of products. Ask them to consider recyclability and source reduction in the products they offer for sale.

You can encourage simpler, less complex packaging. Can label information be printed on a hanging tag or a peel off label, rather than needing a whole package? Less packaging can save money for the manufacturer, the consumer, and the waste manager, and help to protect our environment and save resources.

Encourage local government officials to initiate or expand a recycling program in your community. The technology is available for recycling glass, newspapers, aluminum, steel, and some types of plastics.

Learn as much as you can about the environmental consequences of your actions. Make a commitment to become an Enviroshopper and help to educate others.

## Enviroshopping

Learning new habits can be difficult. You may spend more time in the grocery store trying to find the products that meet your new standards. You may spend a few minutes longer at certain tasks when you buy packaging that is less convenient. You may need to reorganize a kitchen cabinet to make room for reusables and recyclables. But the effort is worth it, and gradually these habits will be easier and easier.

Enviroshoppers can play an important role in reducing the solid waste problem. To actively support the environment in the marketplace, make choices according to the 5 "R's" of Enviroshopping. Every individual's participation is important and does make a difference.

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# Enviroshopping Energy Considerations

EES-73

Marie S. Hammer and Joan G. Papadi*

Excess trash affects us in many ways even before it becomes trash. There is potential damage to the environment when raw materials are mined, drilled or extracted, and then transported to the factory. Air and water pollution can occur during manufacturing, storage, and transportation of the finished products to the retail store.

Since energy is used in each of these steps, there are environmental consequences. From coal, oil, or gas-fired electrical energy, there are large amounts of harmful atmospheric pollutants. Accidents can occur when transporting fossil-based fuels and this can also degrade the environment.

Most people are aware of the environmental damage possible when disposing of waste by landfill or burning but few people realize that creating a product such as packaging from raw materials causes even more environmental damage than disposing of it. The damage is a direct result of the large amount of energy consumed when manufacturing a product. Additionally, when the solid waste is placed in a landfill, it continues to affect the environment. Landfills that were built before today's strict standards have the potential to contaminate water supplies.

Excess trash also wastes resources. The raw materials we use to make our paper, plastic, and other materials, all need to be conserved for future generations.

Thirty percent of our household waste is packaging. But we can't just eliminate it. Packaging is a necessary part of our marketing and distribution systems. It performs several functions by:

- protecting food from light, heat, oxygen, natural contamination, and tampering. It preserves food and prevents food waste.
- protecting consumer goods from crushing, soiling, or being stolen.
- protecting children from ingesting drugs or hazardous chemicals.
- informing consumers of proper use, storage, features, and warranties.
- making warehousing, transportation, and distribution easier because these items can be handled with large scale mechanical equipment.
- providing convenience to the consumer in ready-to-eat, single serving, disposable and microwavable containers.
- encouraging multi-packs or quantity purchases.
- drawing the eye of the shopper away from the competition through the use of attractive packaging.
- using more shelf space and larger packages to attract shoppers.

Packaging varies widely in its efficient use of materials. While some packaging is designed for the utmost in efficiency, other packaging is excessive. Unnecessary packaging wastes energy and valuable materials and contributes to the waste disposal problem. Some of the improvements made for convenience sake or to increase shelf life, may produce packages that use more materials, or are more difficult or impossible to reuse or recycle.

The amount of packaging going into the waste stream *can* be reduced significantly. It's up to you. Do your part. BE AN ENVIROSHOPPER! Follow the five "R's" of enviroshopping:

REDUCE the amount of packaging you buy and throw away.

REUSE and

RECYCLE whenever possible.

REJECT packaging that is unsatisfactory, and

RESPOND to producers and retailers to let them know how you feel.

## Reduce

We consumers have become hooked on convenience and pay millions of dollars for it. We prefer to buy *sixteen* one-use spray bottles full of ready to use spray cleaner rather than a *single* bottle of concentrate to mix on our own. We do this because we like no muss, no fuss and convenience!

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**Associate Professor, Extension Home Environment Specialist and Waste Management Assistant. Printed 9/91.*

*Florida Cooperative Extension Service, Institute of Food and Agricultural Sciences, University of Florida, Gainesville, 32611.*

Enviroshoppers are willing to give up some convenience in order to reduce their garbage production. In Florida we throw away over eight pounds of garbage per person every day. This is twice the national average. Although the Florida rate is increased somewhat by the trash from tourists (40 million in 1990), we still need to learn to reduce our garbage by **precycling.** When you precycle, either you choose products and packaging which have less of a negative environmental impact, or you decide to do without and don't buy it at all. If you don't buy products with excessive packaging, you won't have to decide if it can be reused or recycled, and you don't have to dispose of it.

The Summary of National Energy Savings from Packaging Reduction, (Table 1) shows the impact in energy savings of various packaging reduction actions by consumers and industry. Reducing all packaging in general could save the equivalent of *seven million barrels of oil* each year. Imagine seven million barrels of oil going up in smoke, creating air pollution, all to produce packaging that we throw away. Your precycling actions *will* make a difference.

**Table 1. Summary of national energy savings from packaging reduction[1].**

| Packaging Reduction Options | Potential Energy Savings Per Year (Energy Equivalent in Barrels of Oil) |
|---|---|
| GENERAL | |
| General packaging reduction | 7 million |
| RETURNABLE CONTAINERS | |
| Increase in refillable soft drink containers | 1 million |
| Increase in reusable soft drink carriers | 265 million |
| Increase in 3-quart plastic milk jugs | 40 thousand |
| 10% increase in reusable corrugated containers | 490 thousand |
| PACKAGE REDESIGN | |
| Replacement of squat 1/2 pint milk pack with 'Ecopak' | 2 thousand |
| Lightweighting, new processes in soft drink containers | 515 thousand |
| LARGER PACKAGE DESIGN | |
| Increasing sales of larger size soft drink containers | 75 thousand |

[1] **Source: Love, Peter. "Energy Savings from Solid Waste Management Options." Resources Policy, March 1978, pp. 53-69.**

Enviroshoppers compare the convenience of a product to its environmental impact. In some cases you will need the added convenience that only a certain type of packaging can provide. Remember that choosing less is better, from an energy, conservation, and environmental point of view.

## Reuse

Present day packaging is a wonder of modern technology. It is often durable, versatile, and attractive. Whenever you can, think of ways to reuse packages. Reuse will save you the money of buying a replacement item, and save the energy, materials, and landfill space, and reduce pollution. Here are some reuse examples.

- Wooden boxes can be covered with fabric, and a cushion added to the top. Pronto you have a new stool to sit on.
- Drawstring mesh citrus bags make good laundry bags. Hang one on the door knob in each child's room. They might use them! (Use only for children old enough to handle the string safely.)
- Frozen and microwavable convenience foods often come with their own dish. Reuse these dishes for making your own convenience meals. When you cook, cook extra or use leftovers to refill the dishes, wrap in freezer wrap or place in a freezer container, and you have your own "instant" meals.
- Plastic bags and wraps can be reused for storing items.
- Packaging materials such as polystyrene, plastic quilting and similar packaging materials can be saved and reused for the same purpose.
- Plastic containers can be reused for food storage, also for scoops and watering devices. Glass jars can help organize nails and tacks and other household and shop items.
- Your local social service agencies, such as schools, child care centers, and senior centers can often use empty containers for projects for their clients. Call them.
- Packaging provides an excellent resource for your creativity. You have paid for it, make use (and reuse) of it!

## Recycle

Recycling is an important part of our waste management strategy. In Florida especially we are required by state law to reduce our solid waste through recycling.

Recycling also saves energy. Producing packaging material from recycled stock takes less energy

Table 2. Energy saving potential by recycling.

| Material Recycled | Energy Saved by Recycling Material[1] | Equivalent Energy Saved per ton (gallons of gasoline)[2] |
|---|---|---|
| Aluminum | 95% | 1915 |
| Plastics | 88% | 695 |
| Newsprint | 34% | 67 |
| Corrugated Paper | 24% | 51 |
| Glass | 25%* | 31 |

[1] Stauffer, R.F. "Energy Savings from Recycling." Resource Recycling, "Vol. VII, No. 7, Jan/Feb 1989, pp. 24-25+.

[2] Roy Johannesen, former Mechanical Engineering Specialist, Energy Extension Service, Institute of Food and Agricultural Sciences, University of Florida. Personal computations, 4/90.

than making it from new raw materials. The "Energy-Saving Potential by Recycling," (Table 2), ranges from 95% to 25% for glass and corrugated paper.

Since aluminum yields the greatest energy savings, if each member of a family of four saved one can each day for a year, they would save the equivalent energy in gasoline to drive a 30 mile per gallon car about 2000 miles. We cannot afford to waste either the aluminum or the energy. It's important for each of us to recycle as much as possible.

What kind of packages can you recycle? Aluminum, glass, steel and tin are recyclable. Some paper and some plastic containers can also be recycled. They all are easier to recycle when they are single material packages, rather than a mixture of two or more in one package.

For recycling to succeed, it depends on you. You have to provide used materials to be collected and reprocessed. But that is only the beginning of your role in recycling. **No material is really recycled until you buy it again after it is made into something new.** It is up to you, as an enviroshopper, to buy recycled materials whenever you can. Look for the recycled symbol on packages you buy.

## Reject

Enviroshoppers also reject materials and products that cannot be reduced, reused, or recycled. For example, you can reject packaging that uses more material than necessary. One way to do that is to buy the largest quantity possible in one package. Two quart containers contain more packaging material than one half-gallon container. So much more, that if 70 million American households bought a half-gallon container of milk a week instead of two quarts, they would reduce paper discards by 41.6 million pounds and plastic discards by 5.7 million pounds a year. This would save $145.6 million in packaging and more than 1 trillion Btu (British thermal unit) of energy, enough to heat and cool 7,500 households for an entire year.

You have the most powerful tool in our economy – your wallet. When shoppers stop buying a product, the producers find out why and make changes to comply with their customer's needs. If you buy products and materials that are wasteful, harmful to the environment, or poor quality, you are sending a clear message that you want these to be produced. On the other hand, if you **won't** buy them, you are also sending a message. The producers will listen, either way.

## Respond

There will be times, however, when you will not have a choice. A product you want to buy may not be available in a package that is recyclable or reusable. Perhaps the package of your favorite brand has been redesigned to incorporate several types of materials rather than one. Perhaps your grocer doesn't stock concentrated refillable cleaners.

In each of these cases, it is time for the fifth "R" of enviroshopping: RESPOND. Start with your local store manager. Let the manager know you are concerned about the solid waste problem. Ask for refills. Ask for loose produce. Encourage the manager to consider source reduction and recyclability in the products offered for sale.

Contact the manufacturer of products in which the packages are not recyclable, or are excessive. You can request that manufacturers reduce their toxicity of their packaging through changes in design and use of nontoxic inks, for example. You will find the name and address of the company on the package of all consumer goods. Many companies offer a toll-free telephone number. Look for one on the package, or contact your local consumer affairs office or local library to get telephone numbers for major companies. It takes only a small number of letters or phone calls from consumers for manufacturers to consider changes in their products.

Encourage local government officials to initiate or expand a recycling program in your community. Suggest that government regulations be revised to allow for purchase of recycled materials for municipal supplies.

## Enviroshopping

You have a tremendous influence in the board rooms of American companies. They listen each time you open your wallet. They will listen when you say "Reduce the amount of packaging you use. Reuse recycled materials. Give us packaging we can recycle." They also know when you reject their product and respond to your demands. As an enviroshopper, consider the environment when you compare the convenience, the cost, and the quality of your purchases. You will feel proud that you've done the right thing for the environment and future generations.

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# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Recycling

**COURSE(S):**
English II - IV

**GRADE(S):**
10 - 12

**OBJECTIVE(S):**

4.0 Write multi-purpose papers for a variety of purposes, using all stages of the writing process; use the research process to produce a brief documented paper

6.0 Participate in oral communications activities; make formal and informal oral presentations; use speaking skills for a variety of purposes and audiences

3.03 Apply the decision making process to consumer choices (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**

Produce a recycling advertisement packet for school involvement

Reinforce SCANS Basic Skills (reading, writing, listening, speaking); Thinking Skills (creative thinking, problem solving, seeing things in the mind's eye); Personal Qualities (self-esteem, responsibility); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Individual students research techniques, history, and efficiency of recycling.
2. Students write letters and call local consumer agencies to investigate recycling programs.
3. Students contact local schools, universities, and businesses to identify recycling programs.
4. Guest speakers from local agencies discuss recycling with class.
5. In groups, students work on recycling campaign (using mass media, propaganda, and persuasion).
6. Students use computer to document information gained.
7. Students present recycling campaigns to school on morning announcements.
8. Students encourage student body to vote on most successful campaign.

**METHOD(S) OF EVALUATION:**

Research process
Letter writing techniques
Computer use
Time management
Recycling campaign

**MATERIALS/RESOURCES:**

Media resources
Computers for research and letter writing
Telephone
CD Rom encyclopedia
Laser disk
Guest speaker

| **Activity Developed by:** | **Name(s)** | **School** |
|---|---|---|
| | Patty Becker | ZHS |

# INFUSION OF ACADEMIC/VOCATIONAL/CAREER CONCEPTS

**THEME/CONCEPT/TOPIC:**
Recycling

**COURSE(S):**
Chemistry

**GRADE(S):**
9 - 12

**OBJECTIVE(S):**

2.03 Identify the difference between physical and chemical changes in both laboratory and everyday situations

3.03 Apply the decision making process to consumer choices (Practical Homemaking Skills)

**CAREER/LIFE CONNECTION:**

Determine reasons for conserving chemical resources

Identify jobs with environmental connections: waste management, food packaging, and automotive industries; Chamber of Commerce member

Reinforce SCANS Basic Skills (reading, listening, speaking); Thinking Skills (problem solving, reasoning); Personal Qualities (responsibility, self-management); Competencies (resources, interpersonal, information, systems)

**INSTRUCTIONAL ACTIVITIES (include person responsible for each):**

1. Teacher and students discuss renewable/nonrenewable resources and the reasons for conserving chemical resources.
2. Teacher and students discuss waste disposal.
3. In groups, students name possible renewable substitutes for nonrenewable resources.
4. Students complete laboratory activity: Metal or Nonmetal? (ChemCom, "Why We Use What We Do").
5. Groups of students generate practical solutions to three major causes of the Statue of Liberty's deterioration (ChemCom).
6. Class conducts recycling drive.

**METHOD(S) OF EVALUATION:**

Class discussions
Lab reports
Group presentations
Success of recycling drive

**MATERIALS/RESOURCES:**

ChemCom books (Kendall Hunt Publishing Co., PO Box 539, Dubuque, Iowa 52004, 1988)
Lab materials

**Activity Developed by:** **Name(s)**
Debbie Krause

**School**
ZHS

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| HHS | Hudson High School<br>14410 Cobra Way<br>Hudson, FL 34669<br>(813) 863-1594<br>Charles Gale, Assistant Principal for Instruction |
| LOLHS | Land O' Lakes High School<br>20325 Gator Lane<br>Land O' Lakes, FL 34639<br>(813) 996-3888 or 863-8223<br>Carolyn Fabal, Assistant Principal for Instruction |
| PCHS | Pasco Comprehensive High School<br>1204 Highway 52 West<br>Dade City, FL 33525<br>(904) 567-6721<br>Robin Futch, Assistant Principal for Instruction |
| RHS | Ridgewood High School<br>7650 Orchid Lake Road<br>New Port Richey, FL 34653<br>(813) 847-3060<br>William Hulton, Assistant Principal for Instruction |
| RRHS | River Ridge High School<br>11646 Town Center Road<br>New Port Richey, FL 34654<br>(813) 836-4413<br>Ken Brown, Assistant Principal for Instruction |
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# CURRICULUM INTEGRATION--EASY AS 1, 2, 3

# RESOURCE MANUAL

## OVER-ALL EVALUATION

Is the organization of the manual understandable? Yes No

Will the organization of the manual allow you to access the information you need? Yes No

Comments:________________________________________________________________

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Will the information in this manual assist you in lesson planning for integrated activities?

Yes No

Do the examples in the manual stimulate new ideas for individual or combined classroom integration activities? Yes No

Does the manual provide information that could assist you in planning and implementing your own curriculum integration project? Yes No

Are the benefits of integrated units evident in this manual? Yes No

Is the organization of the three levels a meaningful format for planning integrated activities?

Yes No

What information is not contained in the manual that would be beneficial to you or your district?

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